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THE BATTALION COMMANDER'S GUIDE TO SUCCESSFUL TRAINING MANAGEMENT

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A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the degree

MASTER OF MILITARY ART AND SCIENCE

by

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Investigation reveals that a distinct need for a training management job aid does exist which ties together key aspects of the training management system.		

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CHAPTER 1

INTRODUCTION

BACKGROUND

The readiness posture of the United States depends on our nation's ability to fight outnumbered and win the first battle of the next war. Effective individual and unit training is a necessary ingredient if the United States is expected to have this ability. The impetus for individual and unit training takes place within the battalion environment. It is within this environment that unit leaders are expected to train their soldiers on individual tasks then mesh these tasks into effective unit training. The person responsible to insure that this happens is the battalion commander, but, battalion commanders are not properly managing training within their units. Battalion commanders need additional skills to more efficiently manage training and plan more effective training for their units.

The training world is significantly more complex than it was a decade ago. New techniques in training have given birth to such concepts as performance-oriented training which employs training objectives expressed in terms of tasks, conditions and standards. Performance-oriented training requires an individual or unit to perform "hands-on" training to master a task instead of trying to absorb material through lecture methods of instruction. Performance-oriented training could be described as learning by doing. Current training concepts include delineating specific tasks which individuals and units are expected to perform. Each task has a condition of performance and a standard which specifies a level of achievement (criteria) for that performance. It

becomes the trainer's job to insure that the skills required to accomplish individual tasks are being acquired by his soldiers through performance-oriented training. It becomes the manager's job to insure that individual tasks logically build into unit tasks and that units can perform their collective tasks proficiently. To accomplish this the manager must be able to perform long-range and short-range planning to insure that the correct tasks are being trained and that the integration of these tasks into the training schedule is done in a meaningful and proficient manner. This is not easy to orchestrate. This becomes a difficult management problem which requires dedication and skill. Battalion commanders need to become more efficient and effective at training management.

STATEMENT OF THE PROBLEM

The Army, like other agencies, is sometimes slow to adopt new ideas. The present day training methods represent a tremendous change from the older "lock-step" methods of instruction. At first, many officers and non-commissioned officers were slow to accept these changes, but, as time evolves, most are coming around to these newer techniques. A few "foot dragger" can still be found in the ranks, particularly at the senior officer and senior NCO levels, but, their numbers are decreasing. Effective and efficient training can only be achieved if everyone within the chain of command works together toward a well trained Army.

Training, although many pay lip service to it, does not enjoy a position of priority on many commanders' list of objectives. The commander often finds himself managing "distractions to training" rather than training itself. In fact, "a significant proportion of his time is allotted to activities not directed toward combat readiness preparation."¹

In addition, it is difficult to match complicated weapons systems, tasks from Soldier's Manuals, supervisor's who are unknowledgeable about modern training techniques and Category 3B soldiers to arrive at an equation which yields effective training. I feel the ability is present but that the system demands improvement.

The main problem lies in the lack of proficiency by battalion commanders to properly manage training. The corrective action boils down to this -- the ability of battalion commanders to manage training must be improved so that the Army's training proficiency can be improved.

PURPOSE OF THE STUDY

The purpose of this study is to develop a prototype "desk side" training management job aid. This purpose was derived after the examination of extensive unit training data. The project keys on training management surveys recently administered by the United States Army Training Board (USATB) to twenty-two active duty battalions. These surveys queried battalion leaders about their knowledge of unit training, new training materials and manuals, training techniques and training management. The results from these surveys were used to examine the gaps which exist in the area of training management within the twenty-two units. A job aid was developed to afford a tool for battalion commanders for the management of training. This job aid was derived from the identified gaps in the surveys. The job aid describes:

- (a.) What can be done to fill training gaps.
- (b.) How a commander can narrow training gaps.
- (c.) What a commander can do to manage the training system more efficiently.

- (d.) How a commander can troubleshoot his training management system.
- (e.) How trainers should conduct effective performance-oriented training to improve training effectiveness.

The job aid is designed to help fill most of the identified training gaps.

ASSUMPTIONS AND LIMITATIONS

The following are the assumptions and limitations pertinent to this project.

- 1.) The quality of training and training management widely varies throughout the United States Army.
- 2.) The quality of training and training management can always be improved.
- 3.) Training distractions exist at unit level.
- 4.) Any skill will decay over time.
- 5.) Modern technology has resulted in more complicated weapons and weapons systems for the United States Army thus complicating the tasks which are necessary for weapon system proficiency.
- 6.) Training literature has undergone tremendous improvement in recent years but is still contained in numerous source documents which are often voluminous.

METHODOLOGY

My hypotheses for this study consisted of the following questions:

- (1.) Do training gaps exist at battalion level?
- (2.) Do disparities exist between unit leaders' perceived training goals and actual unit proficiency (current training status)?

(3.) Would a training management "desk side" job aid be a useful tool for the battalion commander for the management of individual and unit training?

To examine questions one and two, I utilized the training management surveys which were administered by the USATB. Both of these questions were affirmatively answered by examination of the survey data. Based on these conclusions, a training management "desk side" job aid was developed as a tool for battalion commanders to use for the management of individual and unit training. The job aid is the capstone for this thesis. I feel this tool is a useful addition to the battalion commander's management arsenal.

How is the thesis laid out? The main body of this thesis consists of four chapters: the introduction; a review of existing literature; a report on training data and conclusions, recommendations and implications for further study. The introduction essentially contains an overview of some of the current training problems, the problem statement and the methodology for this thesis. The review of the literature contains an explanation of current training management doctrine and the Army's documents concerning this doctrine. Chapter 3 addresses training management surveys administered by the USATB and training gaps which were identified as a result of these surveys. The last chapter addresses conclusions based on the data from Chapter 3, recommendations for the conclusions and implications for further study. A job aid entitled, "The Battalion Commander's Guide to Successful Training Management," is contained as an appendix.

DEFINITION/EXPLANATION OF TERMS

For this thesis, the terms battalion and battalion commander will be used for the purpose of uniformity. These terms are intended to mean

squadron and squadron commanders as well and any other units of battalion size.

A job aid is defined as "references used in the job situation to cause short-term recall."² "The purpose of a job aid is to influence job performance and to minimize the need for recall."³ "A job aid must meet these tests:

- 1.) Be used in the actual job situation.
- 2.) Provide some signal of when to take some action.
- 3.) Give direction on what actions to take.
- 4.) Reduce amount of recall necessary."⁴

Performance-oriented training is defined as, "a training strategy in which learning is accomplished through individual or collective performance of one or more tasks, under specified conditions, until the individual or team/unit can demonstrate the level of proficiency established by the training standard. The basis for conducting performance-oriented training is a training objective."⁵

Training Management is "the art of employing limited resources (human, physical, financial and time) in a manner that permits efficient and effective development of individuals and units so they can successfully accomplish their peace and wartime missions."⁶

A training manager is defined to be, "a commander or staff officer who is responsible for the preparation or monitoring of a training program. The duties include:

- 1.) assignment of training objectives;
- 2.) provision of necessary support for training;
- 3.) continuous evaluation of training effectiveness;

4.) ensuring that the feedback system from training evaluations serves to diagnose weaknesses and improve the training."⁷

"Training effectiveness is concerned with how well the soldiers perform the commander's objective. Training efficiency is concerned with how well the trainer uses the available training resources."⁸

END NOTES

¹ Smith, Norman D., "State of the Art: OPFOR and ARTEP Implementation in the U.S. Army", a research problem review for the U.S. Army Research Institute, Department of the Army, Alexandria, Virginia, September, 1978, p. iii.

² J. H. Harless, Basic Instructional Design Workshop (Newman: Harless Performance Guild, Inc., 1977). Prereading For The Basic Instructional Design Workshop, p. 13.

³ J. H. Harless, Performance Problem Solving Workshop (Newman: Harless Performance Guild, Inc., 1977), Job Aid Analysis, p.3.

⁴ Ibid., p. 2.

⁵ FM 21-6, How to Prepare and Conduct Military Training, (Headquarters, Department of the Army, Nov., 1975), p. 169.

⁶ TC 21-5-7, Training Management in Battalions, (Headquarters, Department of the Army, December, 1977), p. 158.

⁷ Ibid.

⁸ FM 21-6, op. cit., p. 24.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter is intended to review the literature pertinent to the field of training management within the United States Army. The previous chapter described some of the problems which exist in the training world and the direction of this thesis. This chapter will address the existing documents which are unique to the training management arena and the publications which are currently within the system to guide the battalion commander when planning training. This chapter deals first with training management objectives, second the service school effort, third with Army doctrine and lastly with the training management effort within units. Let's move first to the objectives.

OBJECTIVES

The cornerstone for the United States Army training management doctrine consists of a set of training management objectives.⁹ These objectives form the foundation upon which all Training and Doctrine Command (TRADOC) service school are to build their training management instruction. These objectives were developed by the Army Training Board and originally provided to the combat arms schools and the Command and General Staff College (CGSC) in February 1978. In May 1979, they were fine-tuned and updated and provided to all TRADOC service schools. These objectives were disseminated in an effort to standardize training management instruction within the TRADOC school system. The objectives along with their accompanying message tasked the combat arms, combat support and combat service support

schools to incorporate the training management objectives into their officer advanced and basic courses, warrant officer advanced and senior courses and non-commissioned officer courses. The objectives are divided into five sections (battalion, company, platoon, squad and job aids/support material). The battalion section provides guidance for pre-command courses and the CGSC. The company section provides guidance for officer advanced courses and the warrant officer senior course. The platoon section addresses officer basic courses, warrant officer advanced courses and advanced non-commissioned officer courses. The squad section is oriented towards all other non-commissioned officer courses and leadership courses. The job aids/support materials section provides common material pertinent to all other sections. These objectives incorporate all the tasks necessary for leaders to accomplish, to insure effective training management. They are well coordinated and tie together the necessary training management tasks which must occur from battalion through squad level to insure training effectiveness and efficiency.

The training management objectives have two other key roles in addition to providing guidance to TRADOC service schools. These additional roles involve: (1.) providing a base for the Army's training management doctrine, and (2.) providing a base for training management workshops which are administered to Army units. Here is how it looks. (Figure 1)

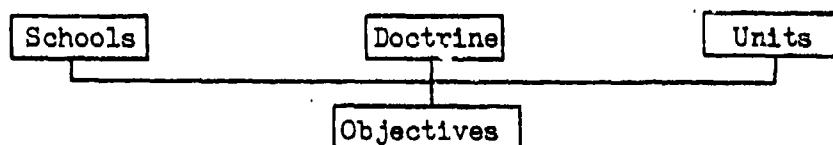


FIGURE 1

The objectives form the cornerstone for the system. Their base provides guidance for training management instructional development within the

service schools, guidance for training management doctrine and guidance for training management workshops conducted within United States Army units. The following paragraphs will address these three major areas (Schools, Doctrine and Units) in more detail.

SCHOOLS

In past years, tremendous disparity existed in the TRADOC service schools in the area of training management instruction. This was due in part to the radical change in training techniques and methodology which has taken place within the Army since 1975. Many schools did not stay abreast of the changes and did not upgrade their instruction accordingly. The objectives provided by the USATB furnish a standardized base upon which all service schools can revise their training management instruction. The revision effort, although slow, is showing progress. It is necessary that the school effort be coordinated with Army doctrine and with what is being taught in units. This is why the training management objectives form the base to simultaneously guide all three efforts.

The responsibility to train battalion and brigade commanders in training management is the independent responsibility of each service school through its pre-command course (PCC). A short capstone block of instruction is provided in training management after participants arrive at Ft. Leavenworth, but, the initial training management instruction is the responsibility of each service school. Presently, commanders in the PCC are receiving various exposures to training management techniques depending on which service school course they attend. The school efforts are not uniform. Some commanders gain greater proficiency than others depending on the quality of training management instruction at their

respective service school. The training management objectives provide guidance for the PCC training management instruction. This guidance is contained in the battalion section of the objectives. Additionally, the objectives provide a checklist,¹⁰ questions¹¹ and job aids¹² which could be used by the schools as handouts to supplement the instruction. The schools have also received a "PCC Training Management Model"¹³ from the Army Training Board. This model outlines the objectives and presents them in a logical order for instructional purposes. It provides notes, thoughts, comments and an array of the objectives for effective instruction. The aforementioned material is necessary to insure PCC standardization. The School PCC efforts, although slow, are also showing progress.

DOCTRINE

The doctrine for training management in the United States Army can primarily be found in three documents. These documents are: AR 350-1, entitled Army Training; TC 21-5-7, entitled Training Management in Battalions; and FM 21-6, entitled How to Prepare and Conduct Military Training. Presently, both TC 21-5-7 and FM 21-6 are being rewritten by the Army Training Board, the proponent for training management. The TC will evolve into a field manual, FM 21-5. These documents are being rewritten to insure alignment with the training management objectives. As previously stated, it is essential to insure that the doctrinal effort is consistent with, and evolves from, the same base as does the school effort and the unit effort.

One other document that should be addressed at this point is entitled A Battalion Commander's Handbook. It is published by the United States Army War College at Carlisle, Pennsylvania. Although this is not classed

as a doctrinal publication, it does provide War College students a handbook on "the aggregate experiences and lessons learned by many former commanders of battalion-sized units."¹⁴ The chapter on training explains some of the key points about training and training management.

The Army's training management doctrine is sound, but is contained within several source documents. This does not provide the user a single source for guidance. The user must sort through several documents to gain material which is peculiar to his set of circumstances. None of the documents contain an all encompassing job aid to use when planning training.

UNITS

The final leg of the diagram concerns the current ongoing effort within United States Army field units. This effort is known as the Battalion Training Management System (BTMS).¹⁵

The Army Training Board developed the series of workshops which are used in the Battalion Training Management System. This series consists of four separate workshops and an executive seminar. The workshops are geared toward leaders within a battalion, from squad leader through battalion commander. The Trainers Workshop (TW) orients toward squad leaders. The Platoon Trainer's Workshop (PTW) toward platoon leaders and platoon sergeants. The Training Supervisor's Workshop (TSW) toward first sergeants and the command sergeant major. And, the Training Management Workshop (TMW) towards company commanders, battalion staff officers (especially the S3) and the battalion commander. The Executive Seminar was developed to familiarize higher commanders (brigade through corps) with the purpose of the four workshops and their contents. The workshops consist of two versions: one for active duty units, and one for reserve component units. All of the workshops have been revised

and upgraded several times to achieve a quality product for use in a unit environment.

The material for the workshops is based on the training management objectives. All four sections of the objectives (squad, platoon, company and battalion) were utilized respectively to develop the TW, PTW, TSW and TMW. The workshops very adequately tie together the system for training management which must occur at battalion level.

The Army Training Board and Forces Command (FORSCOM) jointly conduct this series of workshops. Basically, this joint team conducts training for a group of division cadre trainers. Once this cadre is proficient, it becomes their job to implement these workshops throughout their division. The reserve component process works in much the same way except the cadre comes from the Army Readiness Region or Army Readiness Group structure. When the workshops are administered at battalion level, the attendees essentially "stand-down" for a period of about three days. During these three days, the battalion leaders attend their respective workshops. All four workshops are conducted concurrently. These workshops give the participants the skills they need to effectively train soldiers within the battalion and efficiently manage the training which occurs within the battalion. The workshops are well executed and utilize performance-oriented training techniques. In addition to the skills needed for successful performance at their level, leaders are also familiarized with what training is being conducted in other workshops. This helps to insure that a totally integrated training system is being achieved throughout the entire battalion. As of January 1980, these workshops have been administered throughout the FORSCOM (to include Alaska, Hawaii and Panama) and Korea. They will be administered throughout Europe during 1980.

The beauty of the BTMS is that it ties the entire training system together within a unit specific environment. The participants are able to use their own peculiar training directives, training situations, training distractions and training locations to develop unique plans, schedules, outlines, etc. They do this with their own staff and subordinates. The result creates realism because a unit uses its peculiar problems and environment instead of a "canned" scenario. The workshop material remains with the unit once the cadre team departs. This enables the participants to make use of the job aids contained within the workshops. It also enables them to efficiently utilize the time devoted to the workshop since the end products which they have developed have training utility for their unit.

The BTMS seems to be gaining a foothold within the Army. The workshops have been received with enthusiasm by unit leaders. The BTMS workshops, like the doctrine and school efforts has been based on the training management objectives.

SUMMARY

In summary, the training management picture is depicted below.
(Figure 2)

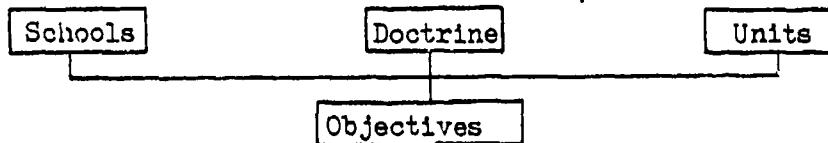


FIGURE 2

The training management objectives form the base. From this base, the school efforts, Army doctrine and unit workshops evolve.

AR 350-1, TC 21-5-7 and FM 21-6 are publications from which battalion commanders receive training management doctrine. The TRADOC service school efforts and training efforts at unit level must adhere to this doctrine. It is from a combination of these three sources that a commander must develop the skills necessary to manage training and his subordinates must develop the skills necessary to conduct training. In the next chapter, attention will be focused on a field survey to see how adept unit leaders are with those skills.

END NOTES

⁹The Army Training Board, Training Management Objectives and Task Lists, (Department of the Army: The Army Training Board, Ft. Eustis, Virginia, 23 May 1979).

¹⁰Ibid., pp. 115-119.

¹¹Ibid., pp. 121-126.

¹²Ibid., pp. I-QL.

¹³The Army Training Board, "PCC Training Management Model" (model and notes developed by The Army Training Board, circa March 1979).

¹⁴The U.S. Army War College, A Battalion Commander's Handbook, (Department of the Army: The U.S. Army War College, Carlisle Barracks, Pennsylvania, June 1977).

¹⁵The Army Training Board, The Battalion Training Management System, (4 vols., Department of the Army: The Army Training Board, Ft. Eustis, Virginia, 1978).

CHAPTER 3

In Chapter 2, the present day literature and doctrine which drives the Army's training management was discussed. Chapter 3 deals with recent survey data to determine how leaders and individuals within battalions view training and training management. This chapter has two key parts. Part One is entitled "Survey Data". Part One delineates specific survey questions asked to battalions in the field then lists the field responses. Part Two is entitled "Training Gaps". Part Two addresses gaps which exist in the field's perception of training and training management. These gaps are based on the results of the survey data. This chapter contains detailed information and forms the base for the material in Chapter 4.

SURVEY DATA

The Training Management Baseline Survey - 79¹⁶ was developed and administered by the United States Army Training Board (USATB). The purpose of the survey was to query battalion leaders (Battalion commander through squad leaders) and individual soldiers on their current knowledge of training and training management. The survey was designed to paint a "training management picture" of the units participating in the survey. The survey was administered to twenty-two U.S. Army active-duty battalions. The survey was conducted in the summer and fall of 1979 prior to the units receiving the Battalion Training Management System (BTMS). Each question in the survey deals with a specific subject. The culmination of these questions adequately cover the spectrum of training management within units. The specific questions will be addressed later in the text.

The Training Management Baseline Survey - 79 was administered to five groups of individuals within each battalion. Group One consisted of battalion commanders, S3's and company commander's (Bn Cdr/S3/Co Cdr). Group Two consisted of the command sergeant major and first sergeants (CSM/1SG). Group Three encompassed platoon leaders and platoon sergeants (PL/PSG). Group Four was comprised of squad leaders (SL), and Group Five was comprised of individual soldiers (Ind)). These groups were surveyed with separate survey instruments, however, the results are consolidated within this thesis. I do not have the actual number of individuals who filled out survey sheets within each group, but, suffice it to say that a maximum effort was made to get responses from all available leaders for the conduct of the survey. The survey figures shown later in the text represent the mean values from all twenty-two surveyed battalions.

The actual survey questions had five different categories of responses. The variance in responses was necessary because of the spectrum of questions. The five categories of responses, with an example of each, are discussed below to insure a full understanding of the responses before examining the actual survey data.

The first category of responses yielded two sets of figures per group. These figures represent the perceived goal (or where the respondent thinks the level of achievement should be) and the actual placement value (where the respondent thinks that level actually is within his unit). Here is an example: The amount of time spent on training is determined by how long it takes the men to master the task?

RESPONSES

	<u>Perceived:</u>	<u>Actual:</u>
Bn Cdr/S3/Co Cdr	95	44
CSM/1SG	93	50
PL/PSG	87	34
SL	84	36
Ind	78	49

In this example the platoon leader and platoon sergeant (PL/PSG) think that in 87% of all cases dealing with mastery of a task, the time spent on training that task should be determined by how long it takes the men to master that task. Said another way, task mastery should occur in 87 of every 100 cases irrespective of the time involved. In actuality though, this only occurs within their unit 34% of the time. It should be noted that the respondents answered this question by the placement of answers along a scale from "Never" to "Usually". The numerical equivalents are:

Usually = 75 - 100%
 Sometimes = 25 - 74%
 Never = 0 - 24%

The second category of responses consists of one set of figures per group. The respondents answered questions of this type along a scale from "Very Little Extent" to Very Great Extent". The numerical equivalents are:

Very Great Extent = 88 - 100%
 Great Extent = 63 - 87%
 Some Extent = 38 - 62%
 Little Extent = 13 - 37%
 Very Little Extent = 0 - 12%

An example follows: To what extent are your squad leaders the Primary Trainers for members of their squad?

RESPONSES

Bn Cdr/S3/Co Cdr	52%
CSM/1SG	53%
PL/PSG	53%
SL	54%
Ind	42%

In other words, all the groups of respondents believe that the squad leaders are to some extent the primary trainers for members of their squads.

The third category of responses is similar to the above category. The respondents answered questions of this type along a scale from "Very Satisfied" to "Very Dissatisfied". The numerical equivalents are:

Very Satisfied	=	88	-	100%
Fairly Satisfied	=	63	-	87%
Neither Satisfied or Dissatisfied	=	38	-	62%
Somewhat Dissatisfied	=	13	-	37%
Very Dissatisfied	=	0	-	12%

An example follows: How satisfied are you with the leader training conducted during the last three months?

RESPONSES

Bn Cdr/S3/Co Cdr	46%
CSM/1SG	47%
PL/PSG	36%
SL	37%
Ind	43%

In this example three groups are neither satisfied or dissatisfied (43%, 46%, 47%) and two groups are somewhat dissatisfied (36%, 37%) with the leader training during the last three months. Or, said another way, their satisfaction level with leader training is between 36% and 47%.

The fourth category of responses also consists of a single set of figures and refer to the amount of positive reaction to a question. These are expressed as the percentage of "Yes" to a given question. For example: Do you feel qualified to conduct performance training on Soldier's Manual tasks which apply to you and your subordinate leaders?

RESPONSES

Bn Cdr/S3/Co Cdr	81%
CSM/1SG	87%
PL/PSG	75%
SL	77%

(% Yes)

These responses indicate the degree of affirmative or positive reaction that the respondents had to that question. In other words, 87% of the Command Sergeant Majors and First Sergeants (CSM/1SG) feel qualified to conduct performance-oriented training on tasks which apply to them and their subordinate leaders.

The last category consists of a numerical response which is not shown as a percentage. For example: How many TEC lessons do you view in an average month?

RESPONSES

CSM/1SG	1.25 lessons
PL/PSG	1 lesson
SL	1 lesson
Ind	.75 lessons

The responses within this category will be expressed in terms of lessons, days, weeks, etc., which denote a straightforward answer to the question.

Before proceeding with the survey questions, several other points need to be discussed.

a.) For clarification and categorization purposes, the questions are divided into fifteen topics. These topics are underlined and precede their corresponding questions.

b.) For brevity, the word "Responses" will not precede the actual responses. The question will be stated, then immediately followed by its corresponding responses. The percentage symbol (%) is also dropped for brevity.

c.) Some of the questions were asked to all five groups of respondents. Other questions were only asked to selected groups of

respondents. Therefore, the number of response groups vary depending on the particular question.

d.) The responses to this survey were registered on scales which had word identifiers rather than numerical identifiers. The responses, once consolidated, were then turned into numerical equivalents. For this reason, those responses that are expressed as percentages are subject to a $\pm 2\%$ error.

The following is the actual survey data.

Planning Training

1. The Battalion Long-Range plan (Planning Calendar) is updated at least monthly.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	92	75

2. The Battalion Short-Range plan (Forecast) is updated at least every two weeks.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	91	74

3. Enough time scheduled for preparing for training?

Bn Cdr/S3/Co Cdr	32
CSM/1SG	34
PL/PSG	31
SL	32

(% Yes)

4. Enough terrain and facilities available for training?

Bn Cdr/S3/Co Cdr	55
CSM/1SG	63
PL/PSG	64
SL	67

(% Yes)

5. Enough good training material and aids?

Bn Cdr/S3/Co Cdr	68	
CSM/1SG	36	
PL/PSG	36	(% Yes)
SL	28	

6. Adequate planning for training?

Bn Cdr/S3/Co Cdr	45	
CSM/1SG	38	
PL/PSG	31	(% Yes)
SL	30	

7. Adequate advance notice of collective training requirements
is given.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	98	76
CSM/1SG	95	64
PL/PSG	95	50
SL	90	42
Ind	80	43

8. Is small unit integrity (Squad, Platoon, Etc.) maintained
during training?

Bn Cdr/S3/Co Cdr	85	
CSM/1SG	73	
PL/PSG	67	(% Yes)
SL	56	

9. Adequate advance notice of individual training requirements
is given.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	97	72
CSM/1SG	98	72
PL/PSG	94	50
SL	91	45
Ind	86	44

10. Soldiers receive individual skill training on tasks when they really don't need it.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	15	45
CSM/1SG	28	41
PL/PSG	30	50
SL	33	53

11. Everybody received the same training whether they need it or not.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	21	64
CSM/1SG	29	70
PL/PSG	35	75
SL	42	75
Ind	54	63

12. Each soldier is given the training he specifically needs.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	90	44
CSM/1SG	88	42
PL/PSG	87	30
SL	86	25
Ind	85	30

13. Soldiers study or practice skills on their own (self-instruction).

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	80	25
CSM/1SG	81	24
PL/PSG	80	19
SL	78	20
Ind	64	23

14. Training days are filled with realistic and meaningful training.

Ind 36 (36% of the time)

15. How satisfied are you with the training you received in garrison the last three months?

Ind 39 (39% satisfied)

Scheduled and Unscheduled Training

1. Right kind of training scheduled when you need it?

Bn Cdr/S3/Co Cdr	43
CSM/1SG	22
PL/PSG	21
SL	19

(% Yes)

2. Enough time scheduled for conducting collective training?

Bn Cdr/S3/Co Cdr	42
CSM/1SG	29
PL/PSG	26
SL	28

3. Which method of scheduling does your unit use for collective training?

A. Specific time allocation for a specific task.

Example: 0800-0900 Task A
0900-1000 Task B
1000-1100 Task C

B. Mastery training (Given a block of time, you train until the task is mastered then begin training the next task).

Example: 0800-1100 Tasks A, B, & C

Perceived (in favor of B): Actual (% of B):

Bn Cdr/S3/Co Cdr	77	46
CSM/1SG	72	42
PL/PSG	71	33
SL	68	34

4. Which method of scheduling does your unit use for individual training?

A. Specific time allocation for a specific task

Example: 0800-0900 Task A
0900-1000 Task B
1000-1100 Task C

B. Mastery Training (Given a block of time, you train until the task is mastered then begin training the next task).

Example: 0800-1100 Tasks A, B, & C

	Perceived (in favor of B):	Actual (% of B):
Bn Cdr/S3/Co Cdr	82	39
CSM/LSG	67	42
PL/PSG	76	35
SL	75	37

5. Do you usually conduct scheduled training for your subordinate leaders?

Bn Cdr/S3/Co Cdr 40 (% Yes)

6. Do you usually decide priorities for use of unscheduled training time?

CSM/LSG 55 (% Yes)
PL/PSG 58

7. Individual skill training is conducted at unscheduled times (while waiting on trucks, etc.)

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	76	20
CSM/LSG	75	27
PL/PSG	68	25
SL	53	25

8. Unscheduled training is given on tasks in addition to those on the unit training schedule.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	59	45
CSM/1SG	62	45
PL/PSG	55	44
SL	50	45

Training Meetings

1. Battalion training meetings are held with key leaders on a regular basis (Weekly or Bi-weekly).

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	90	65

2. Company training meetings are held with key leaders on a regular basis (Weekly or Bi-weekly).

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	93	70

3. Platoon training meetings are held with key leaders on a regular basis (Weekly or Bi-weekly).

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	92	48

Planning/Preparing/Conducting Collective Training

1. The ARTEP is used in PLANNING or PREPARING for collective training.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	91	80
CSM/1SG	90	65
PL/PSG	85	54
SL	76	50

2. The ARTEP is used in CONDUCTING and EVALUATING collective training.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	95	80
CSM/1SG	76	56
PL/PSG	76	55
SL	71	53

3. Key leaders (Squad, Etc.) receive needed leader training for each ARTEP mission before the unit trains on the mission.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	91	39

4. I use the ARTEP to diagnose training weaknesses throughout the prime training cycle.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	86	57

5. I use the ARTEP to diagnose training weaknesses (as opposed to testing).

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	80	63

6. Higher headquarters use the ARTEP to diagnose training weaknesses (as opposed to testing).

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	76	52

7. Diagnostic ARTEP'S are conducted at platoon level at least quarterly.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	73	21

8. Diagnostic ARTEP'S are conducted at squad level at least quarterly.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	75	22

9. How satisfied are you with the collective training conducted during the last three months?

Bn Cdr/S3/Co Cdr	54
CSM/1SG	49
PL/PSG	38
SL	40
Ind	43

(% of Satisfaction)

10. Do you have a copy of the ARTEP for your unit?

SL	18
----	----

(% Yes)

11. How much advance notice are you normally given of collective training requirements (Squad, Platoon, Etc.)?

Bn Cdr/S3/Co Cdr	2 weeks
CSM/1SG	1.5 weeks
PL/PSG	6 days
SL	5 days
Ind	4.5 days

Performance Oriented Training

1. The amount of time spent on training is determined by how long it takes the men to master the task.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	95	44
CSM/1SG	93	50
PL/PSG	87	34
SL	84	36
Ind	78	49

2. The amount of time spent training a task is determined strictly by the time stated on the training schedule.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	25	62
CSM/1SG	42	65
PL/PSG	40	64
SL	50	61

3. Do you usually rehearse the training sessions which you conduct?

CSM/1SG	68	
PL/PSG	60	(% Yes)
SL	54	

4. Individual training requirements are defined by clear statements of the task, conditions and standards.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	98	60
CSM/1SG	97	71
PL/PSG	96	68
SL	91	60

5. Pretests are conducted before individual skill training is given to see who can perform to standard.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	88	29
CSM/1SG	92	55
PL/PSG	90	40
SL	87	31

6. Soldiers who pass pretests are required to train on the task anyway.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	25	48
CSM/1SG	40	53
PL/PSG	39	64
SL	45	65

7. Soldiers who pass pretests are assigned to train on another task.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	76	45
CSM/1SG	81	49
PL/PSG	77	40
SL	75	36

8. Soldiers who pass pretests help train others on the task.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	81	55
CSM/1SG	90	55
PL/PSG	82	45
SL	81	45

9. Soldiers who pass pretests are given a reward, such as time off.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	51	25
CSM/1SG	52	25
PL/PSG	55	24
SL	58	20

10. Do you usually give pre-training performance tests to the leaders you train?

Bn Cdr/S3/Co Cdr	12	
CSM/1SG	27	(% Yes)
PL/PSG	33	
SL	40	

11. Demonstrations of how to perform the tasks to be mastered are given.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	97	70
CSM/1SG	95	70
PL/PSG	94	66
SL	93	56

12. A chance is provided for "Hands-On" skill practice.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	98	83
CSM/1SG	96	75
PL/PSG	95	68
SL	88	55
Ind	80	54

13. Performance tests are conducted to make sure that each soldier can perform the task to standard.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	95	55
CSM/1SG	93	70
PL/PSG	92	53
SL	89	53

14. Do you usually give end-of-training performance tests to the leaders you train?

Bn Cdr/S3/Co Cdr	15	
CSM/1SG	48	(% Yes)
PL/PSG	62	
SL	65	

15. Soldiers who master soldier's manual tasks are rewarded.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	77	36
CSM/1SG	83	39
PL/PSG	77	25
SL	77	20

16. Do you feel qualified to conduct performance training on Soldier's Manual tasks which apply to you and your subordinate leaders?

Bn Cdr/S3/Co Cdr	81	
CSM/1SG	87	(% Yes)
PL/PSG	75	
SL	77	

Planning/Preparing Individual Training

1. To what extent are individual training requirements well defined in your unit?

Bn Cdr/S3/Co Cdr	57
CSM/1SG	56
PL/PSG	42
SL	38

2. How much advance notice are you normally given of individual training requirements?

Bn Cdr/S3/Co Cdr	1.75 weeks
CSM/1SG	1.4 weeks
PL/PSG	5.5 days
SL	4 days
Ind	3 days

3. Soldiers receive refresher training on tasks they have already mastered in order to maintain their skill.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	87	58
CSM/1SG	88	57
PL/PSG	85	53
SL	81	50

4. Field Manuals (FM's), Technical Manuals (TM's) and Soldier's Manuals are used in PLANNING or PREPARING to conduct individual skill training.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	90	74
CSM/1SG	92	76
PL/PSG	93	72
SL	89	64

5. TEC Lessons are used in PLANNING or PREPARING to conduct individual skill training.

Perceived: Actual:

Bn Cdr/S3/Co Cdr	79	48
CSM/1SG	88	62
PL/PSG	81	50
SL	80	50

6. How many TEC lessons do you view in an average month?

CSM/1SG	1.25 lessons
PL/PSG	1 lesson
SL	1 lesson
Ind	.75 lessons

7. Army Correspondence Courses are used in PLANNING or PREPARING to conduct individual skill training.

Perceived: Actual:

Bn Cdr/S3/Co Cdr	53	13
CSM/1SG	55	15
PL/PSG	61	18
SL	62	23

8. How many Army Correspondence lessons do you complete in an average month?

CSM/1SG	.25 lessons
PL/PSG	.33 lessons
SL	.66 lessons

9. Some expert helps in PLANNING or PREPARING to conduct individual skill training.

Perceived: Actual:

Bn Cdr/S3/Co Cdr	67	46
CSM/1SG	80	50
PL/PSG	75	42
SL	75	36

10. The job book is used as an aid in planning training.

Perceived: Actual:

Bn Cdr/S3/Co Cdr	88	25
CSM/1SG	92	45
PL/PSG	87	30
SL	84	30

Conducting Individual Training

1. Individual training is conducted in small groups (less than 10 soldiers).

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	85	63
CSM/1SG	88	55
PL/PSG	86	53
SL	87	49

2. Individual training is conducted in large groups (11 or more soldiers).

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	27	49
CSM/1SG	32	52
PL/PSG	35	54
SL	35	60

3. The platoon leader, platoon sergeant or "some expert" CONDUCTS THE SCHEDULED individual training.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	52	63
CSM/1SG	63	65
PL/PSG	58	65
SL	66	48

4. The squad leader conducts the scheduled individual training for members of the squad.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	84	58
CSM/1SG	90	62
PL/PSG	86	51
SL	80	50

5. During individual training sessions, soldiers are required to PERFORM to Soldier's Manual standards.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	93	68
CSM/1SG	94	69
PL/PSG	92	68
SL	85	53
Ind	79	53

6. Enough of the right equipment for individual training?

Bn Cdr/S3/Co Cdr	65	
CSM/1SG	29	(% Yes)
PL/PSG	26	
SL	34	

7. Enough time scheduled for conducting individual training?

Bn Cdr/S3/Co Cdr	43	
CSM/1SG	25	(% Yes)
PL/PSG	30	
SL	31	

8. Field Manuals (FM's), Technical Manuals (TM's) and Soldier's Manuals are used in CONDUCTING individual skill training.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	79	61
CSM/1SG	84	67
PL/PSG	84	64
SL	84	59

9. TEC Lessons are used in CONDUCTING individual skill training.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	70	50
CSM/1SG	80	63
PL/PSG	76	50
SL	77	50

10. Army Correspondence Courses are used in CONDUCTING individual skill training.

Perceived: Actual:

Bn Cdr/S3/Co Cdr	50	19
CSM/1SG	52	24
PL/PSG	55	20
SL	62	24

11. Some expert helps in CONDUCTING individual skill training.

Perceived: Actual:

Bn Cdr/S3/Co Cdr	68	50
CSM/1SG	77	50
PL/PSG	75	42
SL	75	36

Primary Trainer

1. To what extent are your squad leaders the PRIMARY trainers for members of their squad?

Bn Cdr/S3/Co Cdr	52
CSM/1SG	53
PL/PSG	53
SL	54
Ind	42

2. To what extent are your squad leaders qualified to be the PRIMARY trainer for members of their squad?

Bn Cdr/S3/Co Cdr	45
CSM/1SG	49
PL/PSG	53
SL	64
Ind	51

3. Do you have the PRIMARY responsibility for training your subordinate leaders (PL, Etc.) on applicable Soldier's Manual tasks?

Bn Cdr/S3/Co Cdr	61
CSM/1SG	48
PL/PSG	64 (% Yes)
SL	59

4. Do you have the PRIMARY responsibility for training and evaluating the squads in your platoon on ARTEP missions?

PL/PSG 42 (% Yes)

5. Do you have a Soldier's Manual for each of the MOS's which you supervise?

SL 60 (% Yes)

Task Integration

1. Information is provided to trainers describing which Soldier's Manual tasks need to be trained in preparation for ARTEP exercises.

	Perceived:	Actual:
Bn Cdr/S3/Co Cdr	95	53
CSM/1SG	95	59
PL/PSG	94	50
SL	90	44

2. Enough leader training for you in your preparation for ARTEP?

Bn Cdr/S3/Co Cdr	46
CSM/1SG	34
PL/PSG	28
SL	28

3. Enough individual skill training in preparation for ARTEP?

Bn Cdr/S3/Co Cdr	35
CSM/1SG	35
PL/PSG	30
SL	35

Record of Training

1. A record is kept BY THE TRAINER of tasks the soldier has mastered.

Perceived: Actual:

Bn Cdr/S3/Co Cdr	97	43
CSM/1SG	96	52
PL/PSG	95	44
SL	90	40

Evaluating Training

1. Enough emphasis on using performance to standard as the basis for evaluating training?

Bn Cdr/S3/Co Cdr	55	
CSM/1SG	52	(% Yes)
PL/PSG	47	
SL	46	

Sample Testing

1. The training supervisor "Spot-Checks" for task mastery by retesting people who are supposed to be trained.

Bn Cdr/S3/Co Cdr	84	26
CSM/1SG	88	45
PL/PSG	84	32
SL	79	33

2. Do you usually spot check for skill qualification by retesting soldiers?

Bn Cdr/S3/Co Cdr	40	
CSM/1SG	50	(% Yes)
PL/PSG	49	

Feedback

1. Do your subordinate leaders normally inform you concerning what ARTEP missions need to be trained?

Bn Cdr/S3/Co Cdr 55 (% Yes)

2. Do your subordinate leaders normally inform you concerning what Soldier's Manual tasks need to be trained?

Bn Cdr/S3/Co Cdr	46
CSM/1SG	58
PL/PSG	57
SL	58

(% Yes)

Command Emphasis on Training

1. Enough command emphasis on training?

Bn Cdr/S3/Co Cdr	74
CSM/1SG	63
PL/PSG	62
SL	55

(% Yes)

2. Enough command emphasis on individual skill training?

Bn Cdr/S3/Co Cdr	65
CSM/1SG	52
PL/PSG	47
SL	43

(% Yes)

Job Satisfaction and Ability

1. All in all, how satisfied are you with the job you have in the unit?

Bn Cdr/S3/Co Cdr	77
CSM/1SG	73
PL/PSG	57
SL	50
Ind	50

(% of Satisfaction)

2. In your opinion, to what extent are you qualified to perform the overall duties of your present duty position?

Bn Cdr/S3/Co Cdr	79
CSM/1SG	82
PL/PSG	73
SL	68
Ind	62

3. To what extent is your immediate commander training you to accept increased leadership responsibilities?

Bn Cdr/S3/Co Cdr	62
CSM/1SG	51
PL/PSG	46
SL	42
Ind	37

4. To what extent is your immediate commander training you to be a trainer?

Bn Cdr/S3/Co Cdr	54
CSM/1SG	43
PL/PSG	38
SL	34
Ind	27

5. To what extent do you train subordinate leaders on Soldier's Manual tasks you have mastered?

Bn Cdr/S3/Co Cdr	37
CSM/1SG	42
PL/PSG	39
SL	37
Ind	21

6. How satisfied are you with the leader training conducted during the last three months?

Bn Cdr/S3/Co Cdr	46
CSM/1SG	47
PL/PSG	36
SL	37
Ind	43

7. All in all, how satisfied are you with the training you received during the last three months?

Bn Cdr/S3/Co Cdr	53
CSM/1SG	52
PL/PSG	38
SL	37

8. How satisfied are you with your company commander's performance as a trainer?

PL/PSG

47 (% of Satisfaction)

9. How satisfied are you with your platoon leaders' performance
as trainers?

Bn Cdr/S3/Co Cdr	50	
CSM/1SG	46	(% of Satisfaction)
SL	43	

10. How satisfied are you with your platoon sergeants' performance
as trainers?

Bn Cdr/S3/Co Cdr	43	
CSM/1SG	50	(% of Satisfaction)
SL	47	

11. How satisfied are you with your squad leaders' performance
as trainers?

PL/PSG	42	
Ind	51	(% of Satisfaction)

12. All in all, how satisfied are you with your job performance
as a training manager?

Bn Cdr/S3/Co Cdr	54	
CSM/1SG	60	
PL/PSG	53	(% of Satisfaction)
SL	56	

This concludes the survey data. The next section describes training gaps which were discovered as a result of the survey.

TRAINING GAPS

In general terms, a gap is defined as an interval or a break in continuity. For this thesis, a training gap is defined as an interval or break in a units' training continuity. Training gaps in this thesis are of three primary types and are discussed below.

One type of training gap consists of the interval between the perceived goal and the actual capability of a unit for task or mission performance. Stated another way, if a unit leader feels that the unit standard for a given training task or mission should be "x", but the unit is only performing to standard "y", then there exists a training gap between x and y. This could be expressed as: Training Gap = x minus y. The survey had four categories of leaders (Bn Cdr/S3/Co Cdr, CSM/1SG, PL/PSG, SL) and one category of individual soldiers (Ind) who expressed perceived standards and actual standards for their unit. This type of gap is evident in the responses which show a perceived percentage and an actual percentage adjacent to the respondents.

A second type of training gap exists between the perceptions of commanders and the perceptions of their subordinate leaders. When dealing with this type of training gap, the commander may view the training subject as copacetic, whereas, the subordinate (who is closer to the problem) may not perceive it nearly so favorably. The following is an actual example from the survey data. When asked if enough good training materials and aids were available within the unit, 68% of the battalion commanders/S3's/company commanders answered yes, however, only 28% of the squad leaders answered yes. Therefore, there exists a variance in perceptions between the two categories of leaders when asked about training aids and materials.

A third type of training gap exists when one examines the amount of favorable response concerning a given question. This type of survey question was asked in a manner so that a response could be registered with 100% representing the most favorable response and 0% representing

the least favorable response. It then becomes a simple matter of arithmetic to see where the question was registered within that range. If the responses were low, this indicates that some kind of training gap exists because of the low or unfavorable rating. For example, when individual soldiers were asked if their training days were filled with realistic and meaningful training, only 36% answered yes. Hence, some kind of a gap exists in the perception of those individual soldiers towards the quality of training.

The specific survey data in the preceding portion of Chapter 3 is self-explanatory once the reader understands the description and types of training gaps. However, it is necessary to point out those major gaps which exist within the major topical groupings in order to highlight weak training areas. These gaps are discussed below and listed beneath each of the fifteen topic headings.

Planning Training

- There is not enough time scheduled to prepare for training.
- CSM/1SG, PL/PSG, and SL do not believe that enough good training material and aids are available.
- There is not enough adequate planning for training.
- Collective training requirements are not given adequate advance notice.
- Individual training requirements are not given adequate advance notice.
- Everybody receives the same training whether they need it or not. Soldiers are not given the training they specifically need.
- Soldiers do not practice skills on their own.
- Soldiers give a low rating to satisfaction with training and realistic and meaningful training.

Scheduled and Unscheduled Training

- The right kind of training is not scheduled when needed.
- There is not enough time scheduled for conducting collective training.
- Gaps exist in the methods used for scheduling training.
- There is not enough scheduled training for subordinate leaders.
- A gap exists in conducting individual skill training at unscheduled times.

Training Meetings

- Gaps exist in the area of unit training meetings.

Planning/Preparing/Conducting Collective Training

- Gaps exist in the use of the ARTEP's for training purposes.
- Key leaders do not receive enough leader training prior to practicing ARTEP missions.
- Sufficient diagnostic ARTEP's are not conducted at platoon and squad level.
- Satisfaction with the conduct of collective training is low.
- At platoon level and below, only 6 days (maximum) advance notice is given for collective training requirements.

Planning/Preparing Individual Training

- Individual training requirements are not well defined.
- At squad level, only 4 days advance notice is given for individual training requirements.
- Gaps exist in the area of refresher training.
- Some gaps exist in the use of manuals for preparing individual skill training.

•Gaps exist in the use of TEC lessons, Army Correspondence Courses and job books for planning training.

Conducting Individual Training

•The squad leaders are not being fully utilized for conducting individual training.

•Gaps exist in requiring soldiers to perform to Soldier's Manual standards.

•There exists a lack of equipment and scheduled time for conducting individual training.

•Manuals, TEC lessons and Army Correspondence Courses are not fully utilized for conducting individual training.

Performance-Oriented Training

•Gaps exist in the area of task mastery.

•Training objectives are not clearly defined.

•Gaps exist in pretest techniques for individual soldiers and leaders.

•Gaps exist in demonstration techniques and "hand-on" skill practice.

•Gaps exist in performance test techniques for individual soldiers and leaders.

•Soldiers who master Soldier's Manual tasks are not adequately rewarded.

Primary Trainer

•Squad leaders are the primary trainers for their squad only one-half of the time.

•Gaps exist in the leaders' perception of their responsibility for training their subordinates.

• Squad leaders only have 60% of the Soldier's Manuals for MOS's which they supervise.

Task Integration

• Gaps exist in the information provided to trainers describing which Soldier's Manual tasks need to be trained in preparation for ARTEP exercises.

• There is not enough leader training or individual skill training prior to ARTEP exercises.

Record of Training

• Gaps exist in recording individual task mastery.

Evaluating Training

• Not enough emphasis is used on performance standards as the basis for evaluating training.

Sample Testing

• Training supervisors do not adequately "spot-check" for task mastery or skill qualification.

Feedback

• Subordinate leaders are not adequately informing their commanders on which ARTEP missions and Soldier's Manual tasks need to be trained.

Command Emphasis on Training

• In general, command emphasis on training could be improved.

Job Satisfaction and Ability

• Commanders are not adequately training subordinates to accept increased leadership responsibilities or training them to be trainers.

• Leaders are not adequately teaching subordinates the Soldier's Manual tasks which they, as leaders, have already mastered.

- Satisfaction with leader training is low.
- Satisfaction with recent training is low.
- Satisfaction with leader performance as trainers is low.
- Satisfaction with the job performance of training managers is low.

The preceding gaps represent perceived and actual training weaknesses within the surveyed units. Some conclusions and recommendations concerning these training gaps are discussed in the next chapter.

END NOTES

16 The Army Training Board, "Training Management Baseline Survey -- 79" (A battalion level survey conducted by The Army Training Board in the summer and fall of 1979).

CHAPTER 4

CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER STUDY

Thus far, this thesis has taken a training management problem from Chapter 1, looked at existing Army doctrine surrounding that problem in Chapter 2 and has examined survey data and training gaps which result from the problem in Chapter 3. In Chapter 4, some conclusions are drawn about this data and the identified training gaps. Then, in the Recommendations Section, a job aid is presented to assist in filling some of these identified voids. The last section of Chapter 4 infers some further studies which may be undertaken to broaden the efforts of this thesis. Let's begin with the conclusions.

CONCLUSIONS

In Chapter 3, training management survey data from twenty-two participating active-duty battalions were examined. From this data, training gaps were identified and appeared in the last section of Chapter 3. I do not intend to re-enter the data nor the gaps in this chapter since they were specifically addressed in Chapter 3. My intention at this point is to draw some conclusions about the data and the training gaps.

The training gaps could be categorized into four areas: analyze training, provide for training, conduct training and evaluate training. These four areas constitute the major cycles in the training management model.¹⁷ The array in Figure 3, shows how the 15 groups (from Chapter 3) fall within the four cycles.

TOPIC HEADING	ANALYZE	PROVIDE	CONDUCT	EVALUATE
Planning Training	X	X		
Scheduled and Unscheduled Training	X	X		
Training Meetings	X	X		X
Planning/Preparing/Conducting Collective Training	X	X	X	
Planning/Preparing Individual Training	X	X		
Conducting Individual Training		X	X	
Performance Oriented Training				X
Primary Trainer				X
Task Integration	X	X		
Record of Training				X
Evaluating Training				X
Sample Testing				X
Feedback				X
Command Emphasis on Training	X	X	X	X
Job Satisfaction and Ability	X		X	

FIGURE 3

This simply shows that each of the 15 topics plays a key role in at least one of the four major training management model areas. One could argue that a few too many "X's" are present or that not enough "X's" are present within this matrix, but, this is not important. What is important, is that gaps exist throughout the training management model because each of the 15 topic areas contain gaps. In other words, discrepancies exist in each phase of training management because none of these cycles are being proficiently managed by field units. This should tell the reader that training is not being well managed. Battalion commanders are exhibiting a

lack of proficiency in the management of training. Hence, greater emphasis needs to be allocated to all aspects of training management with particular emphasis placed on:

- 1.) Planning and preparing more effective, collective and individual training.
- 2.) Determining small unit and individual proficiency; then scheduling training based on the identified weaknesses.
- 3.) Better utilization of performance-oriented training techniques.
- 4.) The training and utilization of junior leaders.
- 5.) The conduct of small unit training -- both individual and collective.
- 6.) Filling the soldier's day with meaningful scheduled and unscheduled training.
- 7.) Evaluation and feedback techniques.

An independent study conducted by the United States Army Audit Agency helps to reinforce the conclusions drawn above. In its findings, they report:

(1.) "Commanders and training managers had no assurance that required training was accomplished because management tools and indicators were not used to plan or monitor training. Indicated and known weaknesses were not used to either establish training requirements or develop training programs."¹⁸

(2.) "Training could be more effective and efficient if:

Controls were established to insure that scheduled training was conducted.

Training schedules were more definitive.

....."19

(3.) "NCO's and other first line supervisors were not maintaining records necessary to oversee individual training."²⁰

(4.) "Although soldiers consistently failed some critical parts of Skill Qualification Tests, the test results were not used to identify training needs or to improve individual and unit proficiency."²¹

(5.) "Training Extension Course (TEC) equipment and lessons, valued at about \$440,000 were not used effectively because of insufficient Command interest and emphasis. TEC learning centers were not included in unit training programs and were not used to improve soldier proficiency."²²

(6.) "About \$3.3 million of training devices and equipment were not controlled or used effectively."²³

Thus far, this thesis had pointed out that serious deficiencies exist in training management within the United States Army. It is now necessary to examine why deficiencies exist before proceeding further with a solution to the problem.

There are many possible reasons why training management deficiencies exist within U.S. Army units. A lack of the skills and knowledge necessary to manage training is one key reason but others also exist. Personnel turbulence within units, good performance not being rewarded, a lack of motivation, training distractions, weak personnel holding key positions, where the boss places his emphasis, and lack of time are other reasons why deficiencies may exist. A study conducted by the Army Research Institute (ARI)²⁴ points out some deficiencies that fall into these categories. They report that:

(1.) "Overwhelming evidence exists from the units contacted for the

belief that the battalion commander's score on his OER will be influenced by his unit's performance on the ARTEP.²⁵

(2.) ". . . it appears reasonable to conclude that were it not for the requirement to conduct the ARTEP, higher command non-training demands would intrude more often, and even less time would be devoted to combat readiness training."²⁶

(3.) ". . . it is apparent that the principal motivation behind the ARTEP has been undermined."²⁷

(4.) "Battalion commanders have far too little time to train."²⁸

(5.) "Non-training related activities consume a significantly large part of the time units have available. Therefore, when training does take place it is often focused only on 'passage of tests' to the detriment of other aspects of unit and leadership training. No change seems possible in this area until priorities at the highest level are established consistent with policy statements about training and readiness and, most important, supported down the entire chain of command."²⁹

This thesis can do little or nothing in finding a solution to problems that fall into the motivational or environmental categories. Some of those will persist no matter how good the commander may be at managing training. The lack of skills and lack of knowledge though is another matter. Something can be done about a lack of skills/knowledge and a remedy found to help cure the problem. Some thoughts follow about this skill/knowledge "cure" prior to the Recommendations Section.

As was earlier stated, a job aid is a device designed to be used on the job and aid recall. A job aid should be clear, concise, logical, useful and complete. Currently, this kind of tool does not exist in the Army's training management literature. The BTMS has some excellent job aids but it does not contain an "overall" job aid to help one get inside

the training management system. Skill decay still exists after implementation of the BTMS workshops. Likewise, TC 21-5-7 and FM 21-6 are also excellent, but again, neither contains an "overall" job aid to help one get inside the training management system. I conclude that an "overall" training management job aid is needed which concisely ties together the key aspects of Army training management. This job aid should be useful to battalion commanders and should help in filling and overcoming training gaps. It should be a remedy to overcome the lack of skills and lack of knowledge problem. This tool should be designed to aid battalion commanders in trouble-shooting their training management system. It should be a time saver. It should also be in consonance with Army training management doctrine and the BTMS workshops. This job aid should be designed as a quick reference which hopefully causes recall or causes the user to dig into other sources for a more detailed answer to his problem. I doubt that a job aid could be designed that would completely close all identified training gaps. But, if a job aid can help to narrow some of those gaps then it becomes a useful tool in the training management arena. Such an aid is presented in the Recommendations Section.

RECOMMENDATIONS

The Conclusions Section pointed out that voids exist throughout the Army's training management system. It also pointed out that the four cycles of training management (analyze, provide, conduct, evaluate) are not being proficiently managed by field units. Because of this, a job aid was developed to hopefully fill some of the identified training management voids and overcome the skills/knowledge deficiencies which were discovered from the evaluated survey data. The job aid is contained in Appendix A

and is entitled, "The Battalion Commander's Guide To Successful Training Management". This job aid is the capstone of this thesis.

The job aid is a remedy for most of the training gaps identified in Chapter 3. The job aid was designed to:

- 1.) Be clear, concise, complete, useful and logical.
- 2.) Tie together key aspects of training management.
- 3.) Be a time saver and desk side tool for battalion commanders.
- 4.) Be useful in trouble-shooting the training management system.
- 5.) Aid recall about training management techniques.

The job aid in Appendix A is a versatile tool with several uses. I recommend that it be:

- 1.) Used as a supplement to the Training Management Workshop of the Battalion Training Management System.
- 2.) Given to all brigade and battalion commanders attending Pre-Command Courses (PCC).
- 3.) Incorporated into the CGSC training management block of instruction.
- 4.) Included as an appendix to the new FM 21-5.

IMPLICATIONS FOR FURTHER STUDIES

I am not naive enough to think that the job aid contained in Appendix A is the ideal cure for all of the Army's training management ills. I do however, contend that it is an adaptable tool with employment potential in the field of training management. I encourage anyone, or any agency, to take what has been developed and rework it to fulfill their training management needs. These agencies include, but are not limited to; The Army Training Board, The Command and General Staff College, The Army Training Support Center, and any of the TRADOC service schools.

END NOTES

¹⁷ TC 21-5-7, Training Management in Battalions, Headquarters, Department of the Army, December, 1977, p. 26.

¹⁸ U.S. Army Audit Agency, "Audit of Training Management III Corps and Fort Hood", Audit Report SW 79-7, (USAAA, Washington, D.C., 14 August 1979), p. ii.

¹⁹ Ibid., p. 14.

²⁰ Ibid., p. 18.

²¹ Ibid., p. ii.

²² Ibid.

²³ Ibid.

²⁴ Norman D. Smith, "State of the Art: OPFOR and ARTEP Implementation in the U.S. Army", A research problem review for the U.S. Army Research Institute, (Fort Hood Field Unit, Department of the Army, Alexandria, Virginia, September, 1978).

²⁵ Ibid., p. 20

²⁶ Ibid., p. 19.

²⁷ Ibid.

²⁸ Ibid., p. 21.

²⁹ Ibid., p. 25.

APPENDIX A

THE BATTALION COMMANDER'S
GUIDE TO SUCCESSFUL
TRAINING MANAGEMENT

ACKNOWLEDGEMENT

Material from several documents has been used throughout this job aid. I desire to readily acknowledge the use of this material because portions of it have been used verbatim. The documents include:

- 1.) The Army Training Board, Training Management Objectives and Task Lists (TMO-79), 23 May 1979.
- 2.) The Army Training Board, The Battalion Training Management System (BTMS), 1978. In particular, the Training Management Workshop from the BTMS.
- 3.) The Army War College, A Battalion Commander's Handbook, June 1977.
- 4.) Great Britain, War Office, The Principles and Practice of Good Instruction, Part 1. For Officers and NCO Instructors, February, 1947.

These documents contain some tremendously good material and I endeavored to bring it together into a single job aid while developing an answer for a perceived training management void.

INTENT

The intent of this job aid is to present a clear, concise, complete and easy to use document that ties together key aspects of training management. It should be useful to battalion commanders. It should be a time saver.

LAYOUT

This job aid begins with a Procedure Table which depicts the 18 steps necessary for the successful management of training. Adjacent to each step in the table is a page reference. The referenced pages contain a detailed explanation for that particular step in the Procedure Table. The detailed explanations attempt to highlight the key aspects or key skills for that particular training management task. Some of the explanations contain questions which may be used to trouble-shoot that portion of the training management system.

COMMENT

While reading this job aid, keep in mind that training management consists of interwoven actions and is not as "lock step" as the Procedure Table may indicate. Once the training cycle begins, some steps are continuously being accomplished (example are feedback, performance-oriented training, etc.). Therefore, when considering a distinct step, remember that it interacts with other steps.

START

Are you ready? Then let's get started with the 18 steps to successful training management.

STEPS FOR SUCCESSFUL TRAINING MANAGEMENT

STEPS	TASKS	PAGE
1.	GET PREPARED TO MANAGE TRAINING.	64
2.	DEVELOP YOUR MISSION LIST.	67
3.	ANALYZE YOUR MISSIONS.	69
4.	STUDY ALL AVAILABLE RESOURCES.	71
5.	DEVELOP YOUR BATTALION GOALS.	76
6.	DETERMINE THE CURRENT STATUS OF TRAINING.	79
7.	SELECT AND PRIORITIZE MISSIONS AND TASKS FOR TRAINING.	82
8.	DEVELOP THE BATTALION LONG-RANGE PLAN.	84
9.	DEVELOP THE BATTALION SHORT-RANGE PLAN.	87
10.	CONDUCT TRAINING MEETINGS AND ISSUE TRAINING GUIDANCE.	88
11.	INTEGRATE INDIVIDUAL AND LEADER TASKS INTO TRAINING.	91
12.	DEVELOP THE UNIT SCHEDULE.	94
13.	TRAIN JUNIOR LEADERS.	97
14.	PREPARE AND CONDUCT INDIVIDUAL TRAINING.	101
15.	EVALUATE INDIVIDUAL TRAINING.	105
16.	PREPARE AND CONDUCT COLLECTIVE TRAINING.	109
17.	EVALUATE COLLECTIVE TRAINING.	114
18.	INCORPORATE FEEDBACK TECHNIQUES INTO YOUR MANAGEMENT PLAN.	116

STEP 1 - GET PREPARED TO MANAGE TRAINING

READ:

1. TC 21-5-7, Training Management in Battalions, December 1977;
FM 21-6, How to Prepare and Conduct Military Training, November
1975; AR 350-1, Army Training.
2. The division training SOP.
3. The brigade and battalion training SOP's.
4. Policy letters pertaining to training.
5. Commander's notes.
6. The brigade long-range plan.
7. The current battalion long-range plan.
8. The current battalion short-range plan.

STUDY THESE KEY TOPICS:

1. The Army Training and Evaluation Program (ARTEP) for your unit.
IT IS YOUR PRIMARY TRAINING DOCUMENT, SINCE IT PROVIDES THE TASKS, CONDITIONS
AND STANDARDS ESSENTIAL TO BEING ABLE TO FIGHT.
2. The Skill Qualification Test (SQT) for individuals by MOS and
skill level. There is to be a related Commander's Manual for each MOS
which will be extremely helpful in understanding the importance and scope of
the program. Since the SQT replaces the MOS test, it becomes crucial
for the advancement and retention of each soldier. It is the cornerstone
upon which the entire training structure must be based.
3. The Technical Proficiency Inspection (TPI) for nuclear units.
4. Annual General Inspection (AGI) criteria. Normally, checklists
are available in the IG's office which will give you a good insight into
the scope and detail of each area, to include training. Visit the IG and
get his appraisal of training management in your unit.

5. How your battalion fits into the divisional 12-18 month Long Range Plan.

GET BRIEFED BY YOUR COMMANDER AND THE COMMANDER'S STAFF ON:

1. Training priorities.
2. Training inspection results by brigade and higher.
3. Ammunition problems (forecasting or turn-in).
4. Maintenance "standing."
5. Roadside spot checks.
6. The use of MAIT (Maintenance Assistance and Instruction Teams).
7. Performance on guard, post support, burial details, and other activities which reflect the status of unit training.
8. All other activities relating to training.

MEET WITH:

1. The Deputy G3 for Plans and Training and other members of the post and division staff. Get a feel for how they can help you and how you can help yourself in fulfilling the training mission.
2. The Brigade XO. He can keep you informally advised on trends and problems detected by the brigade staff. Confide in the XO throughout your tour. This will make your job much easier. You are also simplifying the XO's job.

MAKE A DETAILED TRAINING ESTIMATE WHICH COVERS:

- Present and projected turnover of personnel by month (or training cycle or training management period). Pay careful attention to officers

and NCO's (your principal trainers) and to special skills such as mechanics, cooks, clerks, and equipment operators.

- Your Preparation for Overseas Movement (POM) qualification if you command in CONUS. In this regard, anticipate problems in weapons qualification, Physical Combat Proficiency Testing (PCPT) and Chemical, Biological and Radiological (CBR) operations.

- A detailed breakout of all personnel not present for training. Go down to platoon, squad, section and crew level.

- Who is on Special Duty (SD) outside your battalion and by whose authority. In addition, you must know who are SD internally (look at the S1, S3, and motor pool for openers). These SD's may be necessary but it is up to you to validate the need. You are responsible to insure that SD's attain, and maintain, their skill qualification.

- Key people who participated in the last ARTEP evaluation. They will be extremely helpful in preparing for the next one!

STEP 2 -- DEVELOP YOUR MISSION LIST

Where Am I Going?

1. Review list of operational missions from TOE.
2. Review list of training missions from ARTEP.
3. Review OPLANS and contingency missions.
4. Review higher headquarters guidance, directives and circulars.
5. Review list of mandatory training requirements.

NOW get a stack of 3 x 5 or 5 x 7 inch cards. Build a card file by placing one mission on each card.

LIST:

1. Combat Missions
2. Daily Support Missions
3. Daily Service Support Missions
4. Contingency Missions
5. Administrative Missions
6. Prescribed Training Requirements
7. Etc.

Here is a Handy Format:

Mission: _____	Level: Bn Co PLT SQD SECT CREW										
Reference/Source: _____											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Key Resources:</td> <td style="width: 50%; text-align: center;">Internal External</td> </tr> <tr> <td>• Maneuver Area</td> <td>-----</td> </tr> <tr> <td>• Fire Support Needs</td> <td>-----</td> </tr> <tr> <td>• Ammunition</td> <td>-----</td> </tr> <tr> <td>• OPFOR Requirements</td> <td>-----</td> </tr> </table>		Key Resources:	Internal External	• Maneuver Area	-----	• Fire Support Needs	-----	• Ammunition	-----	• OPFOR Requirements	-----
Key Resources:	Internal External										
• Maneuver Area	-----										
• Fire Support Needs	-----										
• Ammunition	-----										
• OPFOR Requirements	-----										

3 x 5
 or
 5 x 7
 card

• The additional information can be obtained while your source document is open to the respective mission. Describe your resource requirements as you see fit.

• Use the reverse side of the card for additional notes and comments. This may include notes on the frequency of performance required for mission proficiency, the estimate of the training status for this mission, or the last time this mission was trained.

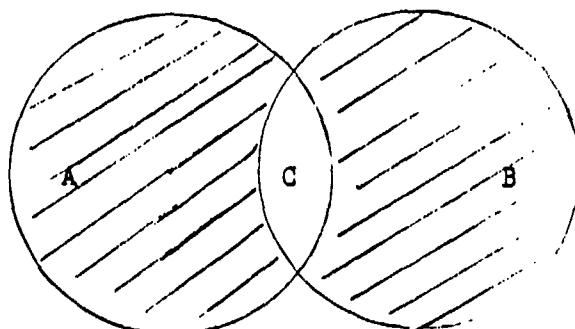
TC 21-5-7 and the Battalion Training Management System (BTMS) Training Management Workshop (TMW) discuss mission lists in more detail.

STEP 3 - ANALYZE YOUR MISSIONS

1. Examine each mission.
2. Determine which missions can be trained at garrison, local, major (G, L, M) and/or live fire ranges (LFR). The ARTEP, local SOP's and range regulations should help you answer this.
3. Remember - Live fire exercises require a great deal of your personal attention. Insure that qualified safety officers are available for all live-fire exercises. Especially when using indirect fire weapons!
4. Notate G, L, M or LFR on your mission card for future use.

For CSS and CS or CA units with a primary peacetime mission other than training for combat, take these additional steps:

1. List combat missions not being trained as a result of day-to-day requirements.
2. List combat missions that are being trained as a result of day-to-day requirements.
3. List day-to-day requirements that do not provide training for combat missions.
4. Examine this diagram:



LET: Circle A = Combat Missions.

Circle B = Daily (peacetime) support missions.

Overlay C = Daily support missions that provide training for combat missions.

Shaded A = Combat missions not being trained as a result of daily support missions.

Shaded B = Daily support missions that do not provide training for combat missions.

Now ask yourself:

- What combat training can be integrated into daily operations?
- What prime time is needed for combat training?
- What prime time is needed to train noncombat tasks?

As you make your analysis, note the findings on the back of your mission cards. This will help you plan future training. The objective, of course, is to make "Area C" as large as possible.

For more information on mission analysis, use the Army Training Board Training Management Objective - 79 (TMO-79) or the TMW of the BTMS.

STEP 4 - STUDY ALL AVAILABLE RESOURCES
--

The following are questions pertaining to specific resources. Their answers could have a direct impact on your training.

Land Management

- How much training land is available to you? Is scarcity a problem?
- How is land managed and by whom?
- Do you know that your ARTEP may help you analyze the amount of land needed for training a particular mission?
- Does your parent unit adequately coordinate training land with other units, so that land scheduled for use by other units, but not physically occupied, can be used by your unit?
- Has your S-3 analyzed the terrain of training areas, so that he can justify use of certain areas, if training land is scarce?
- Does your parent unit have any sort of card file (land library) which states which pieces of land are good for conducting training on certain missions?
- Are land estimates requested of subordinate units?
- When sudden changes occur, what land alternatives exist for your units?
- Have you thought of any innovative uses for the existing land resources?
- Have you looked at TC 25-1, Training Land, dated 4 August 1978?

Budget

- What are the details of the Approved Operating Budget (AOB) you inherited?

- How much training will it buy you?
- What are the training cost factors (normally computed by higher HQ, S-4 or G-4)?
- Do you need more training funds than have been allocated to you?
- Which funds allocated to you may be shifted to training, and when?
- How can you train more cheaply?
- What are your commitment ceilings? How will you insure subordinate units do not over spend?
- Does your S-4 receive Tactical Unit Financial Management Information System (TUFMIS) reports, which total parts and fuel expenditures each month?
- Is your unit required to attend any budget meetings?
- Will you be asked prior to May for input to the next Command Operating Budget Estimate (COBE)?
- Do you have a long-range plan sketch on which you can base your estimate?

Ammunition

- Will you be required to submit an ammunition request for the next FY? If so, when?
- If not, does division know how much training ammunition your unit will need?
- What is your unit's ammunition allocation?
- Who manages training ammunition at your unit and at your parent unit?
- Has enough training ammunition been programmed?

- Is your S-3 forecasting training ammunition for the next 12 months?
- Is the ammunition forecast accurate?
- When is this forecast due at your parent unit?
- Have you insured that your 12-month forecast has not exceeded your 12-month allocation?
- Is your forecast based on training needs reflected on your long-range plan?
- Does your unit receive a copy of the TAMS Authorization Report?
- Do you know your flex quantities for various types of ammunition?
- What measures are you taking to insure that you do not overshoot the types and annual total of ammunition authorized?
- Do your units draw only the ammunition they need?
- What are the rules for turning in ammunition at the ASP?
- What can you do to make turn-in easier?
- Have you visited the ASP to observe turn-in procedures and problems?
- Are you compiling for your successor an ammunition usage audit trail?
- Does your unit training SOP adequately address training ammunition?

POL

- Does your Unit receive a POL allocation?
- Is scarcity a problem?
- If you receive a fuel limitation, what measures can you take to continue training?
- Are fuel requirements based on training needs reflected in the long-range plan?

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- Does your unit SOP adequately address POL usage?
- How do you estimate fuel needs? How is fuel allocated (\$, gallons, etc.)?

EQUIPMENT

- Are equipment shortages a problem? Include all items hand-received to and from other units, and WHY THIS HAS BEEN DONE. You must have the proper equipment to train effectively.
- Are MAIT being used effectively? MAIT can be extremely helpful in determining the condition of hardware, application of required Modification of Work Orders (MWO's), accuracy of log books and indications of operator abuse or neglect.
- Is attention being given to potential disaster areas? Such As:
 - .. Recovery vehicles (M88's, M578's and the wrecker).
 - .. Power generators.
 - .. Water trailers both from automotive serviceability and health standpoints.
 - .. Refuel capability to include the status of all pump and tank units.
 - .. Field mess equipment and mess trucks.
 - .. Surveillance Tracking and Night Observation (STANO) equipment.

Training Support

- What is the capability of the Training Aids Support Center (TASC) and does your unit use it?
- Are adequate classrooms available in the unit area?
- Do you have a battalion learning center equipped with Training Extension Course (TEC) equipment and materials for SQT and team training? Insure these facilities are used by scheduling them on the unit schedule.

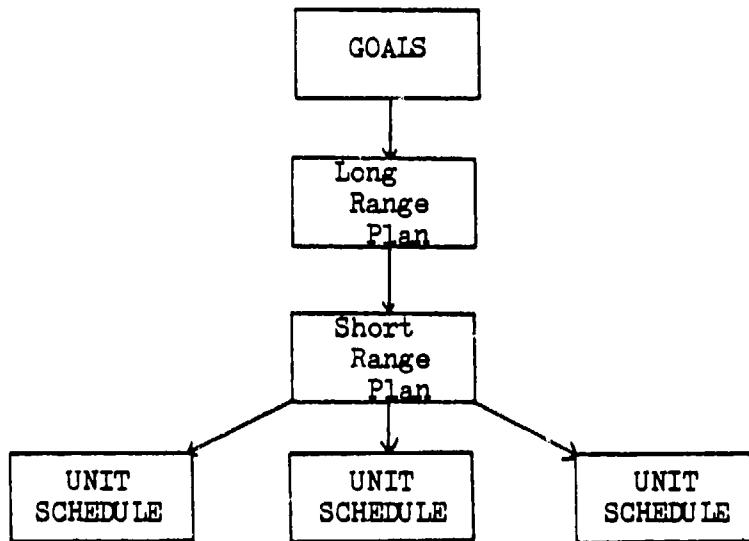
- Are training publications up to date?
- Is the ARTEP in the hands of the squad, platoon and company leaders?
- Do officer and NCO supervisors down through Platoon Leaders and Platoon Sergeants have Commander's Manuals available to supervise and plan training for junior leaders?
- Do you have all your Soldier's Manuals or are you short?
- What does the battalion Tactical SOP look like? If it is classified above For Official Use Only (FOUO) and doesn't fit comfortably in your shirt pocket, it needs to be downgraded and reduced in size.

NOTES:

STEP 5 - DEVELOP YOUR BATTALION GOALS

Goals are usually broad in nature, but, they help you to describe success. If you know what you want to achieve, and what it looks like when you attain it, then logical choices can be made about how to get there.

Goals will influence your future training plans.



DEVELOP YOUR GOALS:

1. Draft Your Goals.
2. Describe the performance that, if achieved, would cause goal accomplishment.
3. Describe what you consider to be acceptable.
4. Test your goal and its description with this question: "If someone achieved or demonstrated this performance, am I willing to say that the goal has been accomplished?" If the answer is yes, your analysis is complete.
5. When developing goals, remember the mission of the battalion, your organization, the background of key subordinates, a perception of the general degree of success achieved by your predecessor

and the identification of the major milestones anticipated during your command tour.

Here are a few additional thoughts to keep in mind while developing your goals. These thoughts will also be applicable when developing your long-range plan, short-range plan and unit schedules.

- Develop a strong physical fitness program which is conducted by NCO's. Get everybody to participate; however, consider special programs for overweight, profiles and newly assigned personnel. Include diversification such as running, wind sprints, speed marches, and PCPT practice.
- DON'T develop separate standards for garrison and the field. Insist on one standard and ENFORCE IT.
- Be alert to training opportunities. Testing of new concepts, demonstrations, school support and similar activities frequently provide excellent training opportunities. You get additional ammunition, relief from details, and uninterrupted time to train.
- Diversification of training can be provided for small units by use of adventure training. This is an excellent morale builder and vehicle to teach a young leader the planning process. Insure that your unit is proficient in the basics before conducting adventure training.
- Training at distant off-post sites requires special considerations for coordination, detailed planning, and allowances to care for dependents.

- Keep your basic objective in sight. That is to have a well trained unit.
- Insure that ALL members of your unit are fully qualified in their primary and secondary skills. Skill qualification is integral to enlisted promotion. Your function is to provide this by conducting realistic fundamental training, emphasizing the SQT, and enjoining your soldiers to take advantage of all educational and training opportunities.
- Highly visible statistics in the administrative area cause some commanders to overemphasize administration at the expense of training. WATCH THIS.

STEP 6 - DETERMINE THE CURRENT STATUS OF TRAINING

NOTE - This is a very important and critical step. It may be the most important of all the steps, because, if you do not know your present level of training, then you will not be able to logically plan future training to achieve your goals.

Use the Unit Assessment Job Aid to accomplish this task. Have your subordinate leaders complete this assessment in order to answer the question: "Where am I now?"

Unit Assessment Job Aid					
For _____	Level Missions or Tasks			Date: _____	
Mission/Task					

WHAT TO DO:

- 1.) List the missions/tasks on the job aid.
- 2.) Write subordinate unit designations across the top of the matrix.
- 3.) List the subordinates who are to provide the estimates down the side of the matrix.
- 4.) Each subordinate should assess the mission/task as:

T = Trained
 P = Needs Practice
 U = Untrained
 ? = Unknown

} These codes go inside the matrix.

- 5.) The "Remarks" column may contain comments from past ARTEP evaluation, CPX or FTX results.
- 6.) The "Priority" column will be determined by the battalion commander once all assessments are completed.

Here is a GAMEPLAN:

- 1.) Have your company commanders independently make their assessment at company level. Company commanders should require input from squads and platoons to accurately make this assessment.
- 2.) Have the S3 consolidate these assessments.
- 3.) Then make a battalion assessment, using the company assessments as a foundation for the battalion assessment.

This is what a partial battalion assessment may look like:

Unit Assessment Job Aid							
For <u>Co</u> Level Missions or Tasks						Date: <u>21 Aug 1980</u>	
Mission/Task	A	B	C	S C	H H C	Priority	Remarks
NBC Defense Training	Co Cdr	?	P	P	?	?	FTX results indicates lack of NBC Proficiency.
	S3	U	P	P	P	U	
	Bn Cdr	U	U	P	U	U	
ARTEP Mission 55-17	Co Cdr	T	T	I	T	T	Good Shape. HMC needs some practice.
	SGM	T	T	T	T	T	
	S3	T	T	P	T	P	
	Bn Cdr	T	T	T	T	P	
Conduct Security Operations	Co Cdr	U	P	U	U	U	Needs work before external ARTEP evaluation..
	SGM	P	P	P	P	P	
	S3	U	P	?	U	U	
	Bn Cdr	U	U	U	U	U	

Here are some other sources for obtaining assessment input:

- 1.) Review recent external ARTEP evaluation results (squad, platoon, company, battalion).
- 2.) Review internal ARTEP evaluation results.
- 3.) Review CPX results.
- 4.) Review sampling evaluation results.
- 5.) Use other available reports. (AGI, maintenance/assistance, etc.)
- 6.) Chair meeting with company commanders and battalion staff to obtain their observations on status of training.

The Training Management Objectives and the BTMS Workshops developed by the Army Training Board contain additional information about unit assessments.

STEP 7 - SELECT and PRIORITIZE MISSIONS and TASKS
FOR TRAINING

A short review:

- 1.) In STEP 2 you developed your battalion mission list (and hopefully organized these missions in a card file).
- 2.) In STEP 3 you analyzed those missions to see which could be trained while accomplishing day-to-day requirements and to see whether the mission required garrison, local or major training areas or live-fire ranges.
- 3.) In STEP 5 you drafted goals. (Where you want to go.)
- 4.) Then, in STEP 6, the current status of training was determined. (Where you are now.)
- 5.) Now its time to begin making rational selections of missions and tasks to help you achieve your goals.

HOW TO SELECT AND PRIORITIZE MISSIONS/TASKS:

- 1.) At this point, you and your subordinate leaders should have detailed Unit Assessment Job Aids which contain missions and collective tasks. Use them. They contain remarks about missions and some thoughts on priority. They also tell you missions that are weak and need immediate training, and missions that can be delayed for training.
- 2.) While examining the Unit Assessment Job Aid ask yourself these questions and arrange your selections accordingly.
 - (a.) Which of these mission does the boss really want me to be proficient in?

- (b.) Which of these missions fulfill critical or prescribed requirements?
- (c.) What percentage of my units are unsatisfactory in the missions?
- (d.) Is the mission in question subordinate to other missions?
In other words, should this one be trained before some others are attempted? (Degrees of difficulty and level of the mission may cause you to modify your order of priority.)
- (e.) Does the mission require a major training effort to meet the standards in the T&EO, or, does it only need to be practiced to regain proficiency?
- (f.) What training does my unit need to become ready to fight?

3.) Once you have answered these questions and have examined your Unit Assessment Job Aid, the final mission/task prioritization should be clear. Now arrange your missions/tasks from most critical to least critical (near term to far term) so that you can make reference to them while making your long-range plan. Remember not to forget sustainment training tasks. These are tasks which tend to degrade over time and periodically require practice.

STEP 8 - DEVELOP THE BATTALION LONG-RANGE PLAN
--

- 1.) As a minimum, a long-range plan should include:
 - Major activities of the battalion.
 - Training cycles (prime, local, support).
 - Higher headquarters' requirements.
 - Support requirements.
 - Directed individual and collective training.
 - Projected collective training.
- 2.) The Long-Range Plan should give direction to the unit's training program.
- 3.) The Long-Range Plan should be a comprehensive outline of future training. It should guide the development of the short-range plan.
- 4.) Long-Range planning must be a deliberate process. Use your prioritized missions/tasks from STEP 7. This will help guide the training sequence. Then check to see if your available resources are sufficient to meet your training needs. Resources may cause you to modify some of the priorities.
- 5.) The Long-Range Plan is meant to be broad in scope but don't be too broad. For example, when designating "FTX" or "CPX" on the plan, identify exactly which missions are going to be exercised during that event.
- 6.) Remember -- A GOOD PLAN MAY BE MODIFIED TO COPE WITH CHANGE BUT A STATUS OF "NO PLAN" ASSURES CONTINUED CONFUSION, FRUSTRATION, AND PERFORMANCE MEDIOCRITY.

These questions provide some additional thoughts about Long-Range Plans.

- What training guidance has been issued by your parent headquarters? When will you receive future training guidance?
- Does Division publish a Long-Range Plan? If so, do you have a copy and have you studied it?
- Does Brigade publish a Long-Range Plan?
- Do you have a complete (approved) mission list? When did you last update your mission list?
- Have you established long-range goals for your unit?
- Have you thoroughly evaluated your unit's current status of training? Do you know your unit's strengths and weaknesses?
- Have you decided what training the battalion will have during the next fiscal year?
- Does your unit currently have a long-range plan (annual training calendar)?
- Do you hold training meetings to coordinate the long-range plan?
- Does your long-range plan consider available land, budget constraints, POL and ammunition allocations?
- How are training areas and ranges scheduled? Can ranges accommodate the firing of all organic weapons?
- Have you taken full advantage of close-in-training areas? Their use saves time and fuel.
- Is the long-range plan updated periodically?
- What training has been planned for your unit? Should any of this training information appear on your parent unit's Long-Range Plan?
- Is it enough training to make your unit ready to fight?
- Does your unit have more training requirements and training needs than can be accomplished in one year?

- Do you have a definite contract or understanding with your boss concerning training and resources for training?
- What is your plan to emphasize training?

NOTES:

STEP 9 - DEVELOP THE BATTALION SHORT-RANGE PLAN

What is it?

The short-range plan is a detailed depiction of training that is to occur during the next management period (usually 12-16 weeks).

What should I keep in mind when constructing the short-range plan?

- 1.) To include activities of the battalion and major subordinate units.
- 2.) To include training activities, mission support activities and other major activities.
- 3.) To conduct multiechelon training.
- 4.) To exercise the battalion staff.
- 5.) To conduct TEWT's and CPX's while subordinate units are working toward unit proficiency.
- 6.) To insure subordinate unit proficiency before conducting battalion FTX's.
- 7.) To allow maintenance and recovery time between major field exercises.

What agenda should I follow to prepare the short-range plan?

First, review the long-range plan.

Second, discuss the current status of training. Determine near term training needs.

Third, identify missions and collective tasks for training.

Fourth, identify leader training needs and major individual tasks for training.

Fifth, identify resources needed to support those missions and tasks.

Sixth, develop the short-range plan.

Seventh, revise and update the long-range plan accordingly.

STEP 10 - CONDUCT TRAINING MEETINGS AND ISSUE
TRAINING GUIDANCE

TRAINING GUIDANCE

To insure that your subordinates receive adequate instructions, your training guidance should include:

- 1.) How to plan, implement and evaluate training.
- 2.) The training objectives.
- 3.) The priorities for training.
- 4.) Guidelines on how to best utilize their time.
- 5.) To whom training will be given.
- 6.) The reasons why you decided that training was needed.
- 7.) Where training is to take place.

This guidance should be given approximately 2 to 3 weeks before the actual training date.

TRAINING MEETING

Here is a convenient training meeting agenda to follow when conducting training meetings. Try it.

BATTALION TRAINING MEETING

1. Where are we now?
 - a. Evaluate/critique training since the last meeting (strengths and weaknesses).
 - b. Discuss training that could not be conducted (resource limitations, etc.)

- c. Discuss the training needs of each company.
- d. Discuss key personnel losses, changes, cross training and low density MOS needs.

2. Where are we going?
 - a. Review/revise the battalion short-range plan.
 - b. Review/revise the training scheduled for this week (week 1) and next week (week 2).
 - c. Discuss the concept for training for the week after next (week 3).
3. How do we get there?
 - a. Brief training resources for week 3.
 - b. Determine specific objectives for week 3 (from prioritized missions/tasks developed for the battalion short-range plan.)
4. Outline training concept for week 4 (this alerts key personnel to the information that will be needed for future meetings).
5. Review and update the battalion long-range plan.

HOW DO I MAKE TRAINING FUN AS WELL AS MEANINGFUL?

- Reward formally, as well as informally, those individuals, teams, and units which do well in ARTEP training tasks. COMPETITION IS THE KEY -- ALL WANT TO BE WINNERS. Make sure though, that they complete against your standards. Provide sufficient opportunity for all soldiers to be winners and to be recognized.
- Involve yourself personally in training by firing weapons, running the compass course, or acting as a member of a crew. Your interest and enthusiasm will spread.

- Challenge other battalions to compete in various ARTEP tasks such as the squad-forced march and live-fire portion of the infantry ARTEP.
- Conduct additional training during off-duty time for those soldiers and their supervisors who fail to meet the established standard. This training must be scheduled, have appropriate trainers, and be directed toward correcting specific shortcomings. It cannot be punitive or intended to be punitive. Before conducting such training, examine local command policy and check with the Judge Advocate.

HOW DO I GET PEOPLE TO TRAINING?

- Some ideas to get the right people to training:
 - .. Insure that those attending training are those who need it. Unless they are being used as peer trainers, do not require soldiers to attend training for which they are already qualified. It is a waste of time.
 - .. Require a permission slip signed by the LSG for any E-4 and below who is to be out of the battalion area for any reason during the training day.
 - .. Where possible, schedule medical, legal assistance, and dental appointments around training. The battalion XO, S1, and the medical platoon leader can make this happen.
 - .. Support of the nondriving wife is a problem as well as an excuse used by some soldiers. The CSM should focus on this problem to see what can be done through the NCO wives. A talk with the wives is helpful in explaining the situation and in soliciting their support.
 - .. Request that record checks and shots be administered in the unit area at a time which is convenient for your unit.

STEP 11 - INTEGRATE INDIVIDUAL AND LEADER TASKS
INTO TRAINING

GENERAL DISCUSSION

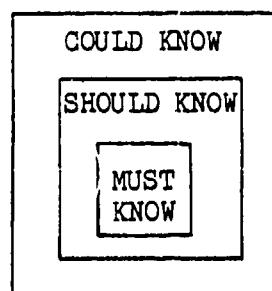
Thus far, this job aid has primarily addressed collective types of tasks. Now its time to look at individual and leader tasks. Leader tasks are any tasks performed by your officers and NCO's. Individual tasks are any tasks performed by your enlisted men and women. These tasks are important to achieve unit proficiency.

Unit proficiency is derived from how well a unit can perform its assigned missions. A football team provides a good example. Football teams usually aren't good enough to just go out and play a game (unless they're the Pittsburgh Steelers). They must initially work on individual skills, then slow speed drills, then scrimmages, before the actual game. This system develops unit proficiency. A unit mission works the same way. It is necessary to have the individual and leader skills in place and some degree of small unit proficiency in place before practicing the mission with the parent unit. Even while practicing with the parent unit, there is ample time to work on related individual and leader tasks that complement the training situation if one has planned beforehand. These tasks, and the opportunities which present themselves to accomplish these tasks, must be fully integrated into training if one is to have a cohesive training plan.

How do I select individual and leader tasks for training?

- 1.) Examine tasks contained in your Soldier's Manuals.
- 2.) Examine the Training and Evaluation Outlines (T&EO) in your ARTEP for specified and implied individual and leader tasks.

- 3.) Examine subordinate input.
- 4.) Review SQT results.
- 5.) Review How to Fight Manuals and How to Support Manuals.
- 6.) From these sources you will be able to compile quite a large list of tasks which could be thought of in the following way: must know, should know and could know tasks.



In other words, there exists a nucleus of individual and leader tasks that are absolutely critical (must know). These have to be mastered. The "should know" are important but not critical and the "could know" tasks would be nice to have but not important.

- 7.) Now examine these tasks (from item 6 above) and make a rough determination of how they fall into the three categories.
- 8.) Once this is done, you have a direction of priorities. For example, "must knows" are first priority, "should knows" are second priority and "could knows" are third priority. Be careful of where you place tasks which:
 - (a.) are directed by higher headquarters,
 - (b.) appear on the SQT or
 - (c.) a large percentage of your personnel can not perform.They may deserve or demand a high priority.
- 9.) Integrate these tasks into your training plans. Let them appear on your unit schedules. Include them in your TEWT, CPX and FTX plans.

Confused? If so, here is a summary:

- (a.) List individual and leader tasks.
- (b.) Select individual tasks for training.
- (c.) Prioritize individual tasks for training.
- (d.) Select leader tasks for training.
- (e.) Prioritize leader tasks for training.
- (f.) Integrate tasks into your training plans.

STEP 12 - DEVELOP THE UNIT SCHEDULE

The unit schedule is the company's major training document. It is developed at company level and contains the company commander's training desires. It must, however, adhere to the battalion commander's training guidance and be in consonance with the short-range plan. The battalion S3 normally collects company unit schedules then publishes them.

CONTENTS

A good unit schedule should contain:

- 1.) Multiechelon training.
- 2.) Leader training.
- 3.) Allocation of available resources.
- 4.) Missions and tasks to be trained.
- 5.) Daily support missions.
- 6.) Who is to be trained.
- 7.) When training is to be conducted.
- 8.) Where training is to be conducted.
- 9.) Training highlights (as required).
- 10.) Designated periods of independent training time (company, platoon and squad).
- 11.) Designated trainers.
- 12.) Allocation of audiovisual equipment, training aids and devices.
- 13.) Low-density MOS training.
- 14.) Administrative notes and remarks (to include any safety requirements).
- 15.) Sufficient guidance to account for all personnel.

Additional Thoughts about Unit Schedules

1.) Based on the results of the training estimate, you will develop an approach which strikes a balance between "centralized" and "decentralized." Centralized training is appropriate as a short term fix when you lack qualified trainers for decentralized training or when you want to standardize the level of training in a particular area. In adopting a particular approach, special consideration must be given to the type of battalion you command. Combat service support units may centralize training for range firing, CBR, medical or other such tasks. Additionally, a team approach might be appropriate in:

- Preparation of personnel for the SQT.
- Tank gunnery.
- 81 MM mortar training.
- M60 and 50 caliber machine gun training.
- A centralized program for the integration of TOW/DRAGON weapons to achieve maximum attrition of enemy armor/mech formations.
- The preparation and conduct of a company/platoon defense to include digging in, installation of wire, laying of a mine field, and a day and night live-fire phase with all supporting weapons.
- Preparation for the Expert Infantryman and Expert Field Medical tests.
- Having your scouts train with the divisional cavalry squadron.
- Having your artillery Fire Support Officer (FSO) set up a training program on "calls for fire".

2.) It is a total waste of time to have the troops exposed to bad training. It is worse than NO training! Great care must be taken to insure that all training is:

- Performance-oriented. (Let them do, not talk about it!)
- Conducted under as realistic conditions as possible.
- Measured against a specified standard.

3.) Use successful training methods and scenarios that other battalions have used and proven. Take advantage of their experience; however, remember to RECIPROcate!

4.) Be specific on your unit schedule when listing maintenance. Schedule maintenance by specific pieces of equipment and specific maintenance functions to be accomplished.

5.) Avoid the cancellation syndrome. It spreads fast and people can always find excuses for cancelling training. Remember -- YOU MAKE IT HAPPEN. Have some preplanned, but good, inclement weather training.

6.) How often are unit schedules changed? Why? Late range requests, failure to order ammunition, a truck that can't pass the safety inspection at the ammunition area? Was the change caused by you or by higher headquarters? Changes dictated by training needs are OK, but, watch out for the non-training related changes.

7.) Is the use of TEC equipment and material on the unit schedule?

8.) Are special facilities such as the Redeye Dome Trainer, TOW trainer, DRAGON trainer, artillery, 4.2 inch and 81 MM mortar subcaliber devices available and used?

STEP 13 - TRAIN JUNIOR LEADERS

The best advice I could offer to provide training and training management techniques to junior leaders would be to have them participate in the BTMS series of workshops conducted by the Army Training Board or your installation cadre. But, short of that, here are some comments about training junior leaders.

CHECK YOUR PROGRAMS

- Is there a program to train trainers?
- Is there a program to train training managers?
- Are the first-line supervisors in your unit skilled in performance-oriented training?
- Do first-line supervisors maintain Job Books?
- To what extent does your CSM and other senior NCO's supervise individual training?
- Are officers and NCO's attending both ON and OFF post schools? This will usually insure that you get better trained and more competent trainers.

WHO SHOULD CONDUCT THE TRAINING?

- Use the lowest level NCO who is capable of conducting the training. You will find many E-4's who are extremely proficient and qualified to teach selected subjects. Potential leaders who have attended the Primary NCO Course (PNCOC) are potential trainers. These soldiers have just finished a course specifically designed to teach them how to train their squads. Make maximum use of their enthusiasm and expertise and insure that platoon sergeants allow them to use POT techniques.

• The real payoff comes when junior and acting sergeants demonstrate the mastery of ARTEP tasks in front of their contemporaries and subordinates. In this way, soldiers gain confidence and respect for professionalism displayed while mastering their own training tasks.

• The company commander or platoon leader can conduct sand table exercises with subordinates to work out details for company or platoon operations. In addition, the use of the Tactical Exercise Without Troops (TEWT) is an outstanding means to train subordinate leaders. Cover troop leading procedures on the ground with the company commanders and platoon leaders. The soldier, rather than sitting under a tree waiting for the leader to become trained, can receive concurrent training in individual deficiencies. This is an excellent opportunity for squad, crew and section leaders to work with and train their units.

• Another troop time SAVER is to use Command Post Exercises (CPX's) with the battalion staff and company commanders. They can be conducted in the close-in-training area to insure that command, control and communications are straight before you take your unit to the field.

HOW SHOULD I ORGANIZE FOR TRAINING?

1.) As "the trainer" it is important that you have a general plan which complements your training approach. Such a plan could incorporate these suggestions:

• Train the company commanders, XO and S3. Periodically conduct training for all officers and NCO's in selected areas. This training sets the standard-make it good!

- The battalion XO trains the staff and the company XO's in administrative and support matters.
- The S3 trains the Tactical Operations Center (TOC) element and the Headquarters of the Combat Support Company to act as the alternate battalion TOC.
- Company commanders train their lieutenants.
- The S3 trains the S2, and the S2 trains the S3, to provide greater staff flexibility in the TOC.
- The Signal platoon leader helps to train all communicators in the battalion.

2.) THE COMMAND SERGEANT MAJOR CAN ASSIST IN THE FOLLOWING TRAINING FUNCTIONS:

- Observe training and provide feedback to the battalion commander.
- Assist in sampling Soldier's Manual tasks throughout the battalion.
- Preparation for the SQT.
- Allocation and scheduling of Basic Skills and Education Program.
- Proficiency of NCO trainers.
- Professional development of all enlisted leaders.

3.) Other training relationships.

- First Sergeants (1SG's) train platoon sergeants.
- Platoon sergeants train squad or crew leaders.
- Squad leaders train their squad members.

WATCH OUT FOR TRAINING DISTRACTIONS

- What distractions to training exist in your unit?
- Do you provide post support and other diversions during a regular, finite support cycle?

- How do you manage distractions? What distractions to training can you eliminate?
- Do you keep your subordinate commanders on track, pursuing their goals, in spite of distractions?

NOTES:

STEP 14 - PREPARE AND CONDUCT INDIVIDUAL TRAINING

There are two essential parts to performance-oriented training:

- Preparing for training and
- Conducting the training.

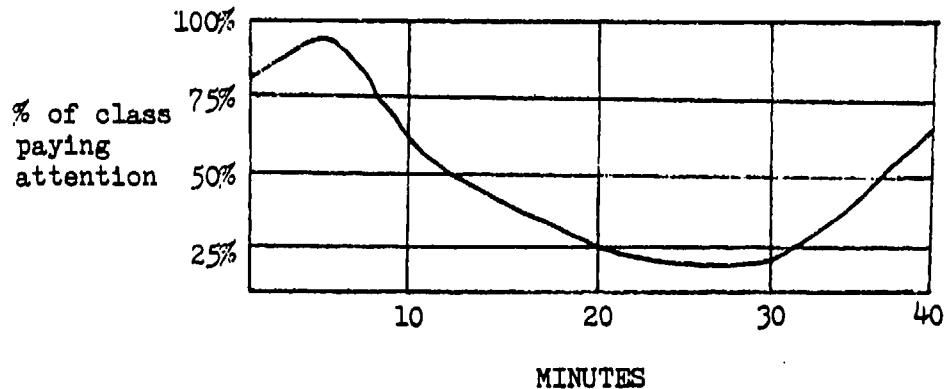
PREPARING TRAINING

To adequately prepare for training, one must:

- 1.) Develop an Outline for Task Training.
- 2.) Review the task for training to insure that you can perform it to standard.
- 3.) Obtain the resources necessary to conduct the training.
- 4.) Prepare the training area and equipment for the training session.
- 5.) Conduct a rehearsal.

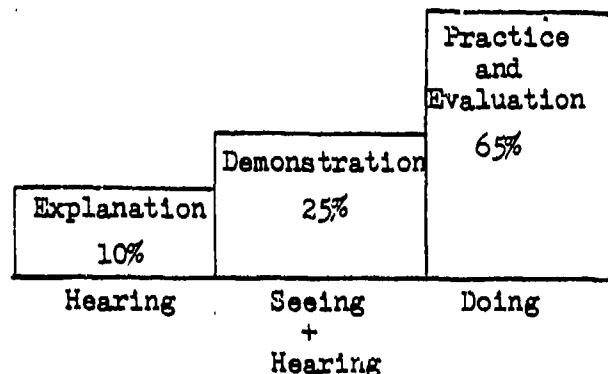
KEY TIPS WHEN PREPARING TRAINING

Here is the approximate receptivity of an average group of soldiers over a 40 minute period when listening to an explanation or lecture.

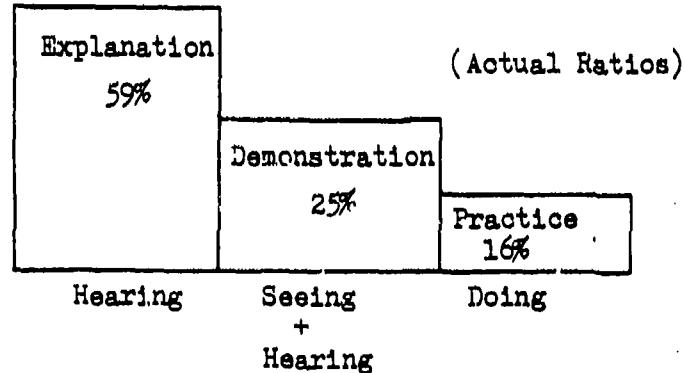


As you can see, 75% or more are paying attention for the first 8 minutes, but, after that you lose them until the end of the period. So, hit them hard at first with a short explanation then go into a demonstration followed by hands-on practice to achieve best results.

Your performance-oriented training should look like this:



NOT like this:



OUTLINE FOR TASK TRAINING

Here is an excellent job aid to use when preparing for task training.

Put it to use!

OUTLINE FOR TASK TRAINING

FOR EACH TASK TO BE TRAINED:	
STEPS	PROCEDURE
1	TRAINING OBJECTIVE - task, condition and standard From: <ul style="list-style-type: none">• Soldier's Manual or• Commander's/Supervisor's Guidance
2	GATHER REQUIRED RESOURCES - equipment, training aids <ul style="list-style-type: none">• Given in Conditions Statement• Given in Plt Sgt/Leaders Guidance• From trainers own experience
3	TRAINING STATEMENT - tells soldier what task he must do and how well he must do it. <ul style="list-style-type: none">• Get from task and standard of training objective and put in your own words.
4	SAFETY STATEMENT From: <ul style="list-style-type: none">• Soldier's Manual/Range Regulations• Plt Sgt/Plt Ldr• Trainer's own experience
5	PRETEST - To identify who needs training. Give only if appropriate. The pretest is the same as the Performance Test in #10.
6	ORIENTATION STATEMENT - tells soldier why the task is important. From: <ul style="list-style-type: none">• Supervisor's Guidance or• Trainer's own experience
7	DEMONSTRATION GUIDELINES - Show soldiers how to do the task. Give only what is appropriate.
8	PERFORMANCE STEPS - how to do the task in bite-size steps. From Soldier's Manual or other references.
9	SKILL PRACTICE - To allow practice for task proficiency.
10	PERFORMANCE TEST - Task and standard comes from training objective. The trainer insures the required conditions are met.
11	RECORD AND REPORT RESULTS OF TRAINING <ul style="list-style-type: none">• Give feedback to soldiers and record in Job Books.• Give input to supervisors on results of training.
12	REFERENCES - TEC, FM's, TC's, AR's etc. Identified in Soldier's Manual.

CONDUCTING TRAINING

When it comes time to conduct the actual training session:

- 1.) Use the Outline for Task Training as your guide -- that is why you prepared it.
- 2.) Conduct the training session.
- 3.) Record the results of the training.
- 4.) Report the results of the training to your supervisor.

Remember -- You are responsible for training your soldiers!

NOTE: The BTMS package of workshops does an excellent job in teaching leaders how to prepare and conduct individual training.

STEP 15 - EVALUATE INDIVIDUAL TRAINING

When evaluating individual training, it is important that the evaluator look at three things:

- 1.) the individual training program
- 2.) the soldier and
- 3.) the trainer.

The individual training program should support your unit missions and get you where you desire to go. Ask yourself these questions:

- Is the training consistent with the stated priorities, objectives and goals?
- Is the training safe and technically correct?

The evaluation of individual training should concentrate on the soldier and whether or not the soldier can perform to standard. Ask yourself these questions:

- Does the soldier know what performance is required?
- Is the soldier getting what training he needs when he needs it?
- Is the soldier receiving constructive feedback?
- Is the soldier getting his hands on the equipment?
- Did the soldier perform to standard?
- Are the qualified soldiers being used as peer trainers?

The ability of the soldier to perform to standard reflects how well the trainer is training. The importance of good trainers cannot be over-emphasized. Ask yourself these questions:

- Is the trainer noting progress in job books?
- Is the trainer making good use of available time? This includes both scheduled and unscheduled training time.

- Does the trainer supervise peer trainers?
- Is the trainer informing the chain of command of training needs?

EVALUATION JOB AID

To evaluate individual training, here is a job aid that you and your subordinates should use.

"EVALUATION OF INDIVIDUAL TRAINING"

JOB AID

PREPARE YOURSELF - Be sure you know the task to be evaluated, its conditions and the standard.

ASSESS SOLDIER PERFORMANCE - Assess whether or not the soldier(s) can perform to standard.

PROMOTE PEER TRAINING - The use of peer trainers must be encouraged and utilized.

IDENTIFY SUPPORT MATERIAL - Are necessary resources on hand? If not, what is missing and why?

IDENTIFY DISTRACTORS - Are surrounding activities distracting from training.

SAFETY - Are there any safety violations? If so, correct immediately!

CRITIQUE THE TRAINER - Tell the trainer of his shortcomings and how he might correct them. Don't forget a pat on the back for those things he did well.

RECORD AND REPORT RESULTS - Make notes for providing feedback on training status UP and DOWN the chain of command.

SAMPLING INDIVIDUAL TRAINING

The evaluation of individual training usually takes place in the present tense. In other words, when someone evaluates training, they do so while the training is actually being conducted.

The sampling of individual training is somewhat different in that it usually takes place in the past tense. Sampling involves looking at some segment of your soldier population after a specific training session to see if the training skills which were taught during the session were actually acquired and retained by the soldiers.

Here is an excellent guide to use when sampling individual training.

STEPS	PROCEDURES
1	PREPARE YOURSELF - Insure you are familiar with task to be sampled. Gather necessary resources for sample.
2	SELECT SOLDIER FOR TESTING - Select soldier that is "GO" on task.
3	CONDUCT PERFORMANCE TEST - Administer performance test to selected soldier.
4	CRITIQUE THE SOLDIER - Praise soldier for performance to standard or inform him what he failed and why.
5	INFORM THE TRAINER - Discuss results of sample with trainer. Have trainer update Job Book.
6	RECORD RESULTS - Record results for purposes of training meetings and higher input.

OTHER TIPS

Here are a few other tips to keep in mind when evaluating and sampling individual training.

- 1.) Most individual tasks will be contained in the unit's Soldier's Manuals.
- 2.) Don't forget to look at the OJT/SOJT programs.
- 3.) Don't forget to look at low density MOS training.
- 4.) Make full use of the senior NCO's (SGM, 1SG, etc.) when establishing a sampling program.
- 5.) Insure that the results of training are recorded properly and reported to those who need to plan future training.

STEP 16 - PREPARE AND CONDUCT COLLECTIVE TRAINING

Preparing and conducting collective training can take place from crew/section level through battalion level and higher. Collective training includes such animals as the CPX, TEWT, practicing ARTEP missions and full scale FTX's. The ground rule though, is that collective training be effective training that does not waste the time of the participant and is well coordinated to insure smooth execution.

PLANNING COLLECTIVE TRAINING

The following job aid is a useful tool to be used when planning collective training. After looking it over, read on, because I have elected to discuss this job aid and explain its steps.

FOR EACH MISSION TO BE TRAINED AND EVALUATED	
STEPS	PROCEDURE
1	<p>SELECT MISSION</p> <p>From:</p> <ul style="list-style-type: none"> • Unit ARTEP or Contingency Plan • Evaluation Results and Commander's Guidance
2	<p>IDENTIFY SUPPORTING TASKS AND EXTERNAL RESOURCES - Identify collective, individual and leader tasks and support requirements.</p> <p>From:</p> <ul style="list-style-type: none"> • ARTEP or Contingency Plan • How-to-Fight Manuals/How-to-Support Manuals • Soldier's Manuals and Commander's Manuals
3	<p>DEVELOP GENERAL SITUATION AND INITIAL REQUIREMENT, Write Necessary OPORD/FRAGO.</p> <p>From:</p> <ul style="list-style-type: none"> • ARTEP or Contingency Plan • FM 30-102, Chapter 17 • FM 105-5, Chapter 3 and FM 101-5, Chapter 7
<p>The results of steps 1, 2 and 3 (once developed) should be maintained and used as a "base" to start the planning of future training and evaluation. The following steps, once developed, should require only "fine tuning" when planning future training.</p>	

STEPS	PROCEDURE
4	<p>SELECT TASKS FOR TRAINING AND EVALUATION - Tailor the mission to fit your situation. Eliminate tasks which cannot be trained due to known resource constraints. Select additional tasks for refresher training and evaluation as appropriate.</p> <p>From: • Commander's Guidance • Subordinate Input</p>
5	<p>DETERMINE EVALUATION TECHNIQUES AND RESPONSIBILITIES - Decide which individual and leader tasks will be observed and which will be sampled, decide evaluation criteria and fix responsibility for trainers/evaluators.</p> <p>From: • ARTEP • FM 105-5</p>
6	<p>DEVELOP TIME SCHEDULE - Develop subsequent situations/requirements to cover each of the tasks identified for training. The time schedule should be adjusted each time the mission is executed.</p> <p>From: • Commander's Guidance • Input from Subordinates</p>
7	<p>IDENTIFY PRELIMINARY TRAINING - Identify collective, individual - leader training which should be conducted in advance.</p> <p>From: • FM/TM/TC/ARTEP/SM</p>
8	<p>DEVELOP CONTROL PLAN - Develop instructions for OPFOR and controllers as required.</p> <p>From: • ARTEP • FM 30-102, Chapter 17 • FM 105-5, Chapter 3</p>
9	<p>DETERMINE SUPPORT REQUIREMENTS - Identify Logistical and Administrative requirements.</p> <p>From: • ARTEP • Unit SOP • Subordinate Input • Own Experience • TNG Devices, TC/FM/TM/SM</p>

OK? If not, then look at these steps in more detail.

STEP 1 of the job aid is indicating that you should pull all the mission cards from your card file that you desire to work on during the collective training session. Then, logically array them throughout your

training period. Let's say we have a four day FTX, and desire to work on missions A thru N (remember -- these missions should be listed on both your long-range and short-range plan adjacent to this 4 day FTX period). Lay them out in the most logical sequence.

DAY 1	DAY 2	DAY 3	DAY 4
MSN A		MSN I	
--		--	
--	MSN E	--	MSN K
	--		--
	--		--
MSN B		MSN J	
--		--	
--		--	
	MSN F		MSN L
	--		--
	--		--
MSN C			
--			
--			
	MSN G		MSN M
	--		--
	--		--
MSN D			
--			
--			
	MSN H		
	--		
	--		
	MSN N		
	--		
	--		

Once this layout is accomplished, STEPS 2 and 3 indicate that you should identify necessary resources and develop the general and initial situation to "kick-off" the training session.

In STEP 4, you need to select the exact collective, individual and leader tasks that support each mission. STEP 5 wants you to determine how these tasks will be evaluated. This can be accomplished by developing a FTX WORKSHEET. Here is what a FTX WORKSHEET might look like with Mission A (from Day 1) filled in.

FTX WORKSHEET

MISSIONS/TASKS	WHO	EVALUATOR (E)/ TRAINER (T)	HOW	REFERENCE
DAY 1				
<u>MSN A</u>				
Collective Task 1	Co	Bn (E)	TEWT	ARTEP
Collective Task 2	Plt	Plt (T) Co(E)	FTX	"
Collective Task 3	SQD	Plt(T) Plt(E)	FTX	"
Individual Task 1	Indiv	Sqd Ldr(T)	POT	SM
Individual Task 2	"	" "	"	"
Individual Task 3	"	" "	"	"
Individual Task 4	"	" "	"	"
Leader Task 1	Plt Ldr	Co Cdr(T)	"	Bn SOP
Leader Task 2	Asst S3	S3(T) XO(E)	"	FM 101-5
<u>MSN B</u>				

This technique allows you to visualize exactly which tasks will be trained and how multiechelon training will take place.

STEP 6 is self-explanatory. You need to roughly schedule time in order to accomplish the tasks identified for training.

STEP 7 is also self-explanatory. If your leaders need familiarization with particular tasks make sure they receive it before they get to the field so they do not waste their soldier's time.

STEP 8 addresses controller and OPFOR support. If this type of support is needed, here is a useful format. It can be matched to your FTX WORKSHEET.

CONTROL/OPFOR PLAN

DAY	TIME	LOCATION	TASK	OPFOR UNIT	RESULTS	REMARKS
1	0750	BL 059926 (Match w/ coll. task #1)	Employ gas	1 man	Make friendly element mask	Ignite smoke pot w/ CS crystals
	0930	BL 073914 (Match w/ CT #2)	Ambush	1 sqd.	Harass plt.	Leave 1 OPFOR as PW w/ documents
	1230	BL 077918 (Match w/ CT #3)	Sniper fire	3 men	Make sqd. develop situation	Leave OPFOR Protective equipment
	---	---	---	---	---	---
	---	---	---	---	---	---
	---	---	---	---	---	---

STEP 9 is self-explanatory.

With this type of thinking and pre-planning you can go to the field and accomplish a large amount of training in a relatively short period of time. It is not "hit and miss" field training with soldiers floundering around wondering what to do next. Try it! It might do wonders for your unit training program.

STEP 17 - EVALUATE COLLECTIVE TRAINING
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Evaluating collective training is much like evaluating individual training except that you are looking at a unit instead of a soldier(s).

When evaluating collective training you must consider:

- 1.) If performance-oriented training objectives are being utilized.
- 2.) Whether, as a result of the training, the soldiers undergoing training can perform to or exceed the established training standard(s).
- 3.) Satisfactory or unsatisfactory rating for collective tasks.
- 4.) The specifics of the unsatisfactory performance. In other words, identify unsatisfactory collective, individual and leader tasks and what went wrong.
- 5.) Sample evaluations as needed.

When considering the evaluation of collective training, ask yourself these questions:

- Is training guidance being followed?
- What training was planned?
- What training was conducted?
- How well can the soldier, leader and unit perform?
- Does your unit conduct internal ARTEP evaluations?
- When will your unit be administered an external ARTEP evaluation?
- Do you monitor company internal evaluations?
- Are ARTEP evaluations administered to subordinate units primarily as a diagnostic tool?

- Is multiechelon training being employed during collective training sessions?
- Are training evaluations used to plan future training?
- Does your unit SOP address the evaluation of training?

NOTES :

**STEP 18 - INCORPORATE FEEDBACK TECHNIQUES INTO YOUR
MANAGEMENT PLAN**

Feedback is essential if you expect to have a good training program. Feedback should come from all levels within the battalion and should be used to align your future training. Make sure you have a feedback plan and enforce it.

When addressing feedback, demonstrate your interest, concern and support by:

- Requiring the S3 to project a long-range training program which identifies key events, conflicts, and obvious areas which will require long lead times. Update weekly!
- Having a training meeting once a week with company commanders, the CSM, S3 and XO to discuss progress on ARTEP tasks, the plan for the next three weeks and to insure that all support requirements are known and requested; and that NO CHANGES ARE MADE TO THE NEXT WEEK'S UNIT SCHEDULE. Special consideration must be given to units not co-located since time-distance factors increase the opportunity for support problems.
- Having company commanders individually brief you prior to formal publication of each week's unit schedule. Insure that specific ARTEP tasks and Soldier's Manual tasks are cited in the "remarks/reference" portion of the unit schedule.
- Personally visiting as many training sessions as possible. You will see some poor training and will have to choose between stopping that training at the expense of the NCO's prestige or talking privately with the company commander and the CSM afterwards. You can bet that news of your interest in good training will spread throughout the battalion. While

it takes many weeks to turn bad training around, your soldiers will notice improvements as you continue to place emphasis on excellence in training. ALWAYS CHECK ACCOUNTABILITY OF PEOPLE. WHY ARE SOME NOT PRESENT? WHERE ARE THE LEADERS?

- Concentrating on what actually takes place in the motor pool. A point often overlooked is that MAINTENANCE IS TRAINING. It requires a detailed plan and supervision to make best use of time and to generate interest in this vital area. Frequently time spent in the motor pool equates to ZERO TRAINING AND 100% BOREDOM.

- Talking with your soldiers to find out what is right and wrong with training, and then making modifications to improve it. Get feedback from all levels.

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